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ABSTRACT

This guide is a multiple purpose instructional tool for use in kindergarten through college. For students, it is designed to stimulate learning about the nature of values, helping pupils develop toward moral maturity through experiences inherent to education. For staff, the guide explores ways to promote the development of values in young people, and makes teachers familiar with the laws and legal decisions which affect the teaching of values. The guide contains suggestions for student learning activities and for staff reading and study. An annotated bibliography is provided with entries which include audio-visual material divided into seven areas: integrity, courage, responsibility, justice, reverence, love, and respect for law and order. In its appendix, the guide also provides information about the laws of California as they relate to the teaching of religious material in public schools.

(MJ)

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THE TEACHING OF VALUES

An Instructional Guide
for Kindergarten, Grades 1-14

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Los Angeles City Schools
Division of Instructional Services
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Ideals are like stars; you will not succeed in touching them with your hands. But, like the seafaring man on the desert of waters, you choose them as your guides, and follow them until you reach your destiny.

Carl Schurz
Address, Faneuil Hall
Boston, April 18, 1859

This publication has been developed
in accordance with the *Comprehensive Curriculum Policy*
adopted by the Los Angeles City Board of Education.

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FOREWORD

Spokesmen in many disciplines have expressed in various ways that "the ultimate disease of our time is valuelessness."¹ Mass media repeatedly present and discuss questions of moral concern with a sense of despair. However, the staff of the Los Angeles City Schools believes that "the moral order undergoes regeneration as well as decay"² and that individuals and institutions can, if they will, promote the development of moral and spiritual values in young people. The school system therefore bends its efforts toward bringing to realization each individual's capabilities for that which man has found to be important and good. Teachers emphasize the values that give direction and meaning and purpose to life. They believe that, through every activity, the schools communicate values and that involvement in character education cannot be separated from teaching of knowledge and skills. They also believe "The school in *all* its activities is a character-building institution" and that "it cannot escape this particular function."³

To demonstrate support of these beliefs and how they can be implemented effectively in the instructional program, *The Teaching of Values* has been developed to supersede *Moral and Spiritual Values in Education*, of which there were two editions, printed in 1944 and 1954. This publication, however, was itself another in a series of statements which have been published through the years to emphasize the concern of the Los Angeles City Schools for the fundamental importance of helping all pupils and students to develop constructive and lasting values. Teaching of values in the school system was formalized initially in 1934 with *Character Education in Los Angeles*.

The staffs of elementary and secondary schools, adult schools, and colleges recognize the home as a primary source of values. Teachers cooperate with home, church, and community in promoting the development of desirable values and attitudes in young people.

¹A. H. Maslow (ed.), *New Knowledge in Human Values*. (New York: Harper; 1959), p. vii.

²John W. Gardner, "Moral Decay and Renewal," *Saturday Review* (December 14, 1963), p. 18.

³*Character Education in Los Angeles* (Los Angeles City School District: Publication No. 262, 1934), p. 11.

Point of View, in which are expressed the educational purposes, policies, and practices of the Los Angeles City Schools, states:

We teach moral and spiritual values, in cooperation with the home, the church, and other community agencies. We include among our basic objectives the development in each individual of an enduring foundation for right thought and action and of the ability to make wise choices between right and wrong, truth and falsity, high and low aspirations. We try to help our pupils to develop a personal philosophy of life. Although teachers in a public school system do not teach religion, we do teach respect for religion and the right of each person to worship as he chooses. Moral and spiritual values are implanted as part of the content of all subjects, through guided learning experiences as pupils work together, rather than as values taught through separate courses or units.¹

Each part of the curriculum is reviewed periodically to determine whether the experiences of teachers or the impact of social and technological changes indicate the need for changes in instructional materials. It was such an evaluation that resulted in the development of this guide.

The Teaching of Values reflects a wide range of professional thinking. Teachers, administrators, and supervisors representing all grade levels in the school system served on an advisory committee during its preparation. As a result of a city-wide survey of certificated personnel, teachers' questions, experiences, points of view, skills, and values have been utilized in the development of content.

Hopefully, this guide will stimulate increased concern, thought, and action on the part of school and college personnel. Thus, it will substantially help pupils and students to develop sensitivity to moral concerns and to recognize that their every action reflects their personal values.

The classroom teacher, in conjunction with other staff members, can make the achievement of the purposes of this guide a reality. Inherent in the teacher's purpose and relationships with young people are abundant opportunities for influencing the development of values and attitudes.

¹*Point of View*. (1961 Revision. Los Angeles City Schools: Publication No. 470), p. 34.

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Gratitude also is expressed to the hundreds of teachers and other staff members in schools and colleges who responded to the questionnaire which was distributed in 1962 during the preparation of the guide. The content of the guide reflects, to a large degree, the replies that were received. Although it would be impossible to list separately the names of all those persons who contributed in this manner, the importance of their suggestions and ideas is fully recognized and appreciated.

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TO THE TEACHER

Many profound thinkers believe that the very survival of man depends upon widespread commitment to personal, self-activating, moral concerns. Public schools share with the home and church the responsibility for transmitting to each new generation the moral values through which our nation has achieved greatness. Educators seek in every class and in every subject area to help pupils examine the bases upon which ethical conduct is built; to assure opportunities for developing a sound personal value system through practice; and to provide in their own conduct worthy examples for pupils to follow.

Therefore, the purposes of this guide are to:

Emphasize the impact of education and of the school as an institution upon the value systems of young people and thereby upon the attitudes and conduct of our society.

Identify those values which the school may seek to develop in cooperation with the family, the church and synagogue, and other institutions.

Stimulate thoughtful exploration of our own value systems.

Suggest practical ways to teach values.

Assess the importance of all aspects of school experiences in the formulation of character in those whom we teach.

Make ourselves increasingly aware that the actions and attitudes of young people—of all people—derive from the values that they hold.

Help develop within the school a climate which is conducive to a general concern for morality and which promotes ethical, altruistic, human relationships.

Legal Bases for Teaching About Religion

Related to the teaching of values is the development of knowledge about and attitudes toward religion. The policies of the Los Angeles City Board of Education as they pertain to teaching about religion are consistent with federal and California state legislation and legal interpretations of attorneys general and the courts. These have established the relationship between religion and public school practices. A statement concerning "How Schools Provide for the Religious Needs of Pupils" appears in the Appendix on page 199.

The *California Constitution* prohibits public schools from teaching any sectarian or denominational doctrine, directly or indirectly,¹ and the United States Supreme Court has held that schools cannot affirmatively oppose nor show hostility to religion.²

¹Appendix A, *California Constitution*, Article IX, Section 8.

²Majority Opinion, by Justice Thomas Clark in June 17, 1963, decision of United States Supreme Court concerning religion and the schools, quoted from p. 2 of letter issued by California State Department of Education.

In addition, the *California Education Code* provides that school personnel may make references to religion or references to and use of religious literature, art, and music as illustrative of matters properly included in the course of study.¹

Relating Values to the Educational Program

Ways in which the Los Angeles City Schools relate religion to the educational program include:

Teaching pupils to recognize the importance of religion as a dynamic in the founding, establishment, and continuous development of our country.

Pointing out that "Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof; . . ."²

Stressing the basic principle which guarantees to every person the right of freedom of conscience and teaching respect for that right.

Teaching the historical origin and development of man's values.

Helping pupils to develop and cherish high moral, spiritual, and aesthetic values.

Providing opportunities for the strengthening of moral and spiritual values in student organizations at every school and college.

Teaching that knowledge *about* religion is essential for a thorough understanding of United States history and of the world's cultures, including their history, literature, and current status.

Contents

This guide deals with the following general areas:

The Values We Teach

Sharing Responsibility for the Teaching of Values

Suggested Learning Activities

Suggestions for Staff Reading and Study

¹Appendix A, *California Education Code*, Section 8202.

²*Constitution of the United States*, Amendment I.

Uses of the Guide

This publication can be used both by individuals and by groups in:

Exploring ways of promoting the development of values in young people.

Stimulating continued learning about and greater understanding of the nature of values, how they develop, and how they function in their lives.

Becoming better acquainted with the city-wide program for the development of values and with those specific values which can be emphasized in schools and colleges.

Helping pupils and students develop toward moral maturity through experiences inherent to education.

Becoming familiar with the laws and legal decisions which affect the teaching of values.

It is sometimes argued that the school should be charged only with the intellectual development of its pupils. If such a school were not psychologically impossible, it would be morally irresponsible.

John H. Fischer

DO UNTO OTHERS . . .

"The Golden Rule" is probably the best known value statement in our nation. Many persons think that it derives solely from the Judeo-Christian tradition, but the following statements from other great religions illustrate that this ethic of brotherly love is a universal concept.

CHRISTIANITY

All things whatsoever ye would that men should do to you, do ye even so to them; for, this is the law and the prophets.

CHRISTIANITY AND JUDAISM

Thou shalt love thy neighbor as thyself.

BUDDHISM

Minister to friends and familiars in five ways: by generosity, courtesy and benevolence, by treating them as one treats himself, and by being as good as his word.

CONFUCIANISM

What you do not like when done to yourself, do not do to others.

HINDUISM

Let no man do to another what would be repugnant to himself.

JUDAISM

Take heed to thyself in all thy works. And be discreet in all thy behavior. And what thou thyself hatest, do to no man.

SIKHISM

As thou deemest thyself, so deem others. Then shalt thou become a partner in heaven.

TAOISM

Rejoice at the success of others. And sympathize with their reverses even as though you were in their place.

PART I

THE
VALUES
WE
TEACH

Honesty, responsibility, integrity, respect for the individual, the spirit of cooperation, the brotherhood of man, these are not values that fall in the category of incidental learning, learning that is in a sense a by-product of the main goal . . . they are made central and sought directly.

I. N. Thut

INTRODUCTION

People of every culture in every age express their ideals. The Los Angeles city school system here seeks to translate into understandings and actions concepts that are based on the heritage of the past, describing values of our ever-evolving society: integrity, courage, responsibility, justice, reverence, love, and respect for law and order.

Throughout history, man has searched for a framework of values to give meaning and direction to life. In the Golden Rule, the Ten Commandments, The Code of Hammurabi, Buddha's Eightfold Path, and the Seven Cardinal Virtues are recorded man's struggle to define his values and to learn how to live by them.

Every aspect of human life is influenced by personal values which direct our actions and by attitudes which characterize our relationships. Yet words used in discussing values—such as moral, spiritual, ethical, attitude, ideal, character, and even words like teaching and learning—can be more easily listed than defined. Definitions and interpretations vary from person to person and from situation to situation for the same person. For example, one person may consider love to be a motivating force, and identify other values as descriptive of conduct related to it. Another person may view cooperation as an outgrowth of responsibility and integrity rather than as a value in itself. "What seems like *faith* to one . . . will be . . . courage to another. The qualities are so interwoven."¹ Despite varying definitions, however, there are values which have endured through centuries of human experience. They reflect both the ideals expressed in the world's great religions and the principles on which our nation was founded. They are the values implicit in *Point of View* when it lists among the major purposes of education "that each person will develop and cherish high moral, spiritual, and esthetic values" and "that each person may learn to live and work harmoniously with others."²

Teacher and Pupil

In life, the individual is continually confronted with value

¹*Moral and Spiritual Values in Education* (Los Angeles City Schools: Publication No. 580, 1954), p. 5.

²*Point of View*, op. cit., p. 5.

conflicts, and he is compelled every day to make conscious choices. The bases of these decisions are the individual's personal attitudes and values.

Many of the value conflicts of young people occur during the school day and create opportunities for thoughtful consideration of issues and values. At the kindergarten-primary level, for example, respect for property and recognition of the difference between fact and fantasy may easily develop from experiences at school. In later years, loyalty to "the gang" may conflict with the need to report a serious violation of school rules. In the junior and senior high school, the pupil feels a need for courage to express his own ideas and to defend the principles in which he believes. In any classroom, on almost any day, may come the opportunity to discuss the need to accept responsibility for being to class on time, for caring for materials or completing lessons, or for meeting any of the other obligations of school life.

The teacher dedicated to the communication of values learns that young people develop values in subtle and varied ways, primarily through

Imitation of and identification with individuals who are important to them.

Critical thinking about experiences in the making of choices.

Generalizations and precepts about real and vicarious human experience.

Direct teaching by home, church, and school.

These facts move the teacher to

Make serious efforts to exemplify that which he wishes his pupils to become.

Guide pupils to analyze conflict situations, both real and vicarious, in the light of motivations, consequences, alternative solutions, and growing understanding of attitudes and values.

Help his pupils generalize about experience through

discussion and use of rules, maxims, proverbs, quotations, and other expressions of valued truths.

Guide pupils in developing a knowledge of the importance of, and respect for, the values which the great majority of our people believe to be important.

Help pupils to develop a willingness and courage to support and apply constructive values in the face of pressure from other members of the group.

The dedicated teacher knows that, despite our present knowledge, there are not tangible ways of evaluating the child's growth toward moral maturity. He knows that evaluation at present must be based on:

The teacher's knowledge of the developmental stages of childhood and youth.

His understanding of the nature of character development.

His understanding of the way in which values function in the life of the individual.

His growing skill in permeating his teaching with education for moral concerns.

His depth of perception of changes in children's values, attitudes, concerns, appreciations, relationships, and behavior.

In studying the concepts which follow, the teacher will be able to sense new ways in which he can, with growing effectiveness, guide pupils toward moral maturity.

And it is plain that this is the purpose of the law, which is the ally of all classes in the state, and this is the aim of our control of children our not leaving them free before we have established, so to speak, a constitutional government within them and by fostering the best element in them with the aid of the like in ourselves, have set up in its place a similar guardian and ruler in the child, and then, and then only, we leave it free.

Plato

THE CONCEPT OF INTEGRITY

Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful.

Samuel Johnson

Can the same nature be a lover of wisdom and of falsehood? By no means. The true lover of knowledge must, from childhood up, be most of all a striver after truth in every form.

Plato

Through practice in searching for their own thoughts, youth may develop several major values: readiness to admit one's mistakes; the moral courage to maintain one's position in the face of condemnation as long as that position is founded on firm evidence; the acceptance of the search for truth as an end in its own right; and a deep respect for the power of truth to lead men, by paths that had often been unsuspected previously, to means of benefiting the human lot.

Hermann J. Muller

* * *

THE CONCEPT OF INTEGRITY

As adults, we recognize integrity as firm, consistent trustworthiness to ourselves and to others. We know that dishonesty corrodes the dignity of the individual and diminishes the moral energy of a nation. We recognize integrity as the quality which reflects responsibility, courage, justice, reverence, and love and which unifies them into a related whole.

As teachers, our objectives are

To guide the pupil to understand that

Honesty is essential to trust.

Trustworthiness is fundamental to good human relationships.

Integrity builds personal dignity and worth and provides deep personal satisfaction.

Personal integrity reflects obedience to and support of rules and law.

To help the pupil to

Be true to the trust that others place in him.

Make a consistent effort to discriminate between right and wrong and to choose the right course of action.

Develop courage to stand alone in support of what he considers right.

Recognize and resist dishonesty, deception, pretense, and hypocrisy in himself and in others.

Be conscientious and persevering in fulfilling his responsibilities.

Pursue the truth, including the truth about himself.

Adhere to constructive personal values, although others may achieve success through actions which appear to be questionable.

Evaluate objectively himself and his relationship with his world.

Understand and respect his capabilities and to find satisfaction in and through his own efforts.

THE CONCEPT OF INTEGRITY

Assess the consequences of his own acts and resist using others to achieve his purposes.

Build intellectual honesty through weighing diverse opinions and deliberating rationally.

Honor and support the integrity of others.

Obey and uphold rules and the law, whether observed by other persons or not.

Use his freedom with integrity.

Support the common good in matters not detrimental to his integrity.

Develop a stable, functioning system of moral principles and know himself as a moral person.

Bring ever closer his ideals and his actions by acting with honesty and sincerity in his daily relationships.

THE CONCEPT OF COURAGE

Courage consists not in hazarding without fear, but being resolutely minded in a just cause.

Plutarch

A man who has never been in danger cannot answer for his courage.

La Rochefoucauld

The courage of life is often a less dramatic spectacle than the final moment; but it is no less than a magnificent mixture of triumph and tragedy. A man does what he must — in spite of personal consequences, in spite of obstacles and dangers and pressures — and that is the basis of all human morality.

John Fitzgerald Kennedy

The greatest test of courage on the earth is to bear defeat without losing heart.

Robert G. Ingersoll



THE CONCEPT OF COURAGE

As adults, we know courage as a firmness of spirit that enables us to venture, to persevere, to withstand the frightening and the difficult with resolution. We know it as sustaining us in the minor conflicts and routines of every day and as strengthening our ability to function with integrity in the face of compelling conflict. We know that courage is essential to the fulfillment of personal and common good.

As teachers, our objectives are

To guide the pupil to understand that

Fear is a natural, protective emotion, and that courage is overcoming fear by acting on principle despite suffering or danger.

No person is immune from conflict, struggle, or suffering.

Much daily human activity takes courage, and there is dignity in all constructive endeavor.

Consistent support of rules and law at times may cause an individual to stand alone and require moral courage of a high order.

Each individual must assume responsibility for the achievement of his potential.

Courage expresses itself in various forms: in initiative, perseverance, deference, independence, forbearance, renunciation, and adaptability to change.

To help the pupil to

Concentrate on the achievement of good despite danger or discomfort.

Analyze conflicts in terms of moral and ethical values and to make decisions on the basis of what he perceives as right.

Face failure, to make a conscious effort to learn from failure, and to continue his efforts to succeed.

Attempt to right wrongs within the spirit and letter of the law.

Exercise patience in subordinating immediate satisfaction to subsequent good.

Develop a questioning and intuitive mind, to explore doubts, and to be receptive to understanding of ideas which are contrary to his own.

THE CONCEPT OF COURAGE

Cope with unrealistic expectations without a sense of failure.

Stand up for what he thinks right for himself and for others even when he must stand alone.

Help others to face resistance, disapproval, or rejection in pursuing a moral course of action.

Defend his country and the principles upon which it was founded and for which it stands.

Be courageous in accepting responsibility for the direction and meaning of his own life and for the development and defense of his own integrity.

Be forthright in expressing his concerns for the functioning of values in his own life and in society.

THE CONCEPT OF RESPONSIBILITY

Duty then is the sublimest word in our language. Do your duty in all things. You cannot do more. You should never wish to do less.

Robert E. Lee

Liberty means responsibility.

George Bernard Shaw

In doing what we ought we deserve no praise, because it is our duty.

Woodrow Wilson



THE CONCEPT OF RESPONSIBILITY

As adults, we know that responsibility represents reliability and trustworthiness; moral and practical accountability; and the ability to determine our own acts and consider their consequences. Our sense of responsibility influences our relationships with social and political institutions and our religious commitments. Social responsibility requires cooperation and justice, reflects love and courage, and helps create a foundation of personal integrity.

As teachers, our objectives are

To guide the pupil to understand that

Much of living is a process of shared responsibility, cooperation, and decision-making.

No one can make his decisions for him.

Every person has a responsibility to develop his talents, skills, and other abilities and to share them with others.

Democracy provides "obligations and opportunities to serve the right."¹

Each individual has a responsibility to respect and obey the law and to help others in doing so.

The majority has a responsibility to protect the rights of the minority.

The minority has a responsibility to respect the decisions of the majority while being free to work for change within the framework of the law.

To help the pupil to

Respect parents, teachers, law-enforcement officials, and others charged with responsibility for social institutions.

Respect the private and public rights of other persons.

Demonstrate an active concern for personal and public justice and to obey the law.

¹Philip H. Phenix, *Education and the Common Good*. (New York: Harper, 1961), p. 25.

THE CONCEPT OF RESPONSIBILITY

Respect the rights of all persons to their beliefs and to the expression of those beliefs within the bounds of personal and civic responsibility.

Assume responsibility for protecting the rights of all and recognize that suppression of the ideas of one person may lead to suppression of the ideas of others.

Respect individual and cultural differences.

Be capable of determining, and being accountable for, his own behavior.

Strive consistently for excellence.

Base judgments upon thorough and objective study of facts.

Respect all forms of honest work.

Live true to his philosophical commitments and to base his actions upon thoughtful, ethical considerations.

Assume responsibility voluntarily without depriving others of the opportunity to fulfill their responsibilities.

Share ideas and talents and to cooperate in achieving common goals which reflect social responsibility.

Feel trustworthy and trusted and to grow in self-esteem through consistent acceptance of responsibility.

Recognize learning as a life-long process and continually strive to increase his knowledge.

Be self-motivating in developing his native capacities, in meeting his needs, in seeking truth, and in making constructive use of educational opportunities.

Develop the ability to think critically, independently, and creatively about personal and public problems.

Think and speak rationally and objectively about people.

Protect and support our form of government through active participation in matters of civic concern.

Participate in the defense of our country when necessary and to safeguard the principles for which it stands.

Contribute to the well-being of those in need.

Understand himself.

THE CONCEPT OF JUSTICE

What people have always sought is equality of rights before the law. For rights that are not open to all alike would be no rights.

Cicero

It is of great importance in a republic not only to guard against the oppression of its rulers, but to guard one part of the society against the injustice of the other part.

Alexander Hamilton

Justice in the life and conduct of the state is possible only as first it resides in the hearts and souls of the citizens.

H. B. Alexander



THE CONCEPT OF JUSTICE

As adults, we look upon justice as characterized by fairness, honesty, integrity, and impartiality and as represented by obedience to moral and civil law. We recognize the necessity for just actions in our daily lives and the imperative need for just and lasting peace throughout the world. We feel committed to work toward developing a society in which compassion and justice are applied to all aspects of life.

As teachers, our objectives are

To guide the pupil to understand that

Our concept of justice is based on belief in the inherent worth and dignity of the individual.

Justice must be exercised on behalf of all members of society.

Man is born with certain inalienable rights and that these rights have many aspects.

Justice requires consideration of the rights of the group as well as of the individual.

Justice is essential to the functioning of our form of government.

Justice demands individual, voluntary obedience and support of the spirit and letter of the law.

The freedom of all persons is threatened when the freedom of one individual is diminished.

The exercise of permissiveness is not always consistent with justice.

The ability to deal reasonably with differences of opinion is essential to the growth and development of democracy.

Justice requires responsibility and courage.

To help the pupil grow to

Be fair and humane in his daily relationships and to show consideration and compassion for others.

THE CONCEPT OF COURAGE

Learn to judge people and to evaluate issues through thoughtful analysis rather than stereotyped thinking.

Respect individual worth and dignity and to avoid assuming that difference means inferiority.

Presume a person innocent unless he is proven guilty.

Obey rules and law and respect and support those charged with their enforcement.

Use legal resources in attempting to change rules and laws which he believes are unjust.

Participate actively in attacking the causes of want and suffering.

Base judgment on thorough and objective study of facts.

Respect and support the right of dissent.

Believe in equality of opportunity for all men and "equal and exact justice to all men, of whatever State or persuasion, religious or political."¹

¹Thomas Jefferson, "First Inaugural Address."

THE CONCEPT OF REVERENCE

Every life is a profession of faith and exercises an inevitable and silent propaganda . . . (Every man's) conduct is an unspoken sermon that is forever preaching to others.

Amiel

A duty devolved upon me which is, perhaps, greater than that which has devolved upon any other man since the days of Washington. He never could have succeeded except for the aid of Divine Providence, upon which he at all times relied. I feel that I cannot succeed without the same Divine Aid which sustained him; and in the same Almighty Being I place my reliance for support; and I hope you, my friends, will all pray, that I may receive that Divine Assistance, without which I cannot succeed, but with which success is certain.

Abraham Lincoln

All real joy and power of progress in humanity depend on finding something to reverence, and all the baseness and misery of humanity begin in a habit of disdain.

John Ruskin

If then the intellect is something divine in comparison with man, so is the life of the intellect divine in comparison with human life.

Aristotle



THE CONCEPT OF REVERENCE

As adults, we know reverence as an attitude of profound respect and love; as honor, esteem, and veneration; as devotion to things of greatest worth. We know it as deep respect and wonder; as adoration of that which is held sacred; as awe of that which is sensed yet not understood. We know that reverence magnifies the meaning of integrity, responsibility, courage, justice, and love.

As teachers, our objectives are

To guide the pupil to understand that

Reverence is developed as man seeks to comprehend his relationship to the universe.

Faith is based on individual choice and conviction and gives meaning to life.

Religious experience makes unique contributions to the life of the individual.

All people possess a spiritual heritage.

Our nation was founded upon faith in a Supreme Being.

The basis of all moral laws is a higher, universal law of reverence and love.

To help the pupil understand his relationship to the universe and to

Be humble in the face of the vastness, order, and mystery of the universe.

Marvel at the beauty, structure, and functioning of nature: its variety, its complexity, its adaptability.

Develop reverence for truth.

Develop reverence for life and to achieve purpose and direction in his own life.

Revere and be grateful for the loving acts of individuals.

Appreciate the creativity of man and the many different ways in which it is expressed.

THE CONCEPT OF LOVE

*Though I speak with the tongues of men and of angels
and have not love, I am become as sounding brass, or a
tinkling cymbal.*

*And though I have the gift of prophecy, and understand
all mysteries, and all knowledge; and though I have all
faith, so that I could remove mountains, and have not
love, I am nothing.*

*And though I bestow all my goods to feed the poor, and
though I give my body to be burned, and have not love,
it profiteth me nothing.*

1 Corinthians 13:1-3

*All knowledge is vain save when there is work, and all
work is vain save when there is love.*

Kahlil Gibran

*Love is a spiritual quality which gives to every other
quality its warmth, gentleness, tenderness, compassion,
kindliness, thoughtfulness. It is a strong, vital, virile,
active quality . . . Love finds its expression in words and
deeds of unfailing and ever-present good will.*

Grace Langdon and Irving W. Stout



THE CONCEPT OF LOVE

As adults, we recognize that love is characterized by man's humanity to man: by strength and gentleness, care and responsibility, patience and unselfishness, delight and enthusiasm, affection and compassion, courage and integrity, benevolence and humility.

As teachers, our objectives are

To guide the pupil to understand that

Man needs both to love and to be loved.

A person's love activates love in others.

Unselfish subordination of personal desires is an expression of love.

Love is a great, creative, motivating force for good.

Our national heritage is a product of human commitment.

Love is basic to the morality of man and to the observance of law.

Deep satisfactions are inherent in a person's own unfolding humanity.

To help the pupil to

Respect individual worth and dignity, including his own.

Respect differences in cultures and value this diversity as enriching to himself and society.

Develop faith in human potentialities for good, including his own.

Develop a feeling of fellowship for other persons and to appreciate the warmth and reciprocity of human relationships.

Develop compassion for the feelings and needs of others and to act selflessly in their behalf.

Become increasingly law-abiding.

Demonstrate concern about human problems, including those which involve individuals and groups whom he does not know.

THE CONCEPT OF RESPECT FOR LAW AND ORDER

Respect for (governmental) authority, compliance with its laws, acquiescence in its measures, are duties enjoined by the fundamental maxims of true liberty. The basis of our political systems is the right of the people to make and to alter their constitutions of government . . . The very idea of the power and the right of the people to establish government presupposes the duty of every individual to obey the established government.

George Washington

*America! America! God mend thy ev'ry flaw!
Confirm thy soul in self-control, Thy liberty in law!*

*America, the Beautiful
Lyrics by Katherine Lee Bates*

We are prevented from doing wrong by respect for the laws . . .

Thucydides

Without respect for our agencies of law enforcement, there can be no order—and eventually no law. The respect requires a proper appreciation of the positive values of our way of life and a willingness to accept a share of the responsibility for maintaining it.

Thomas W. Sarnoff¹



¹From an address given at a "Student Leader Respect for Law and Order Colloquium," Statler Hilton, Los Angeles, October 20, 1965.

THE CONCEPT OF RESPECT FOR LAW AND ORDER

Self-discipline is the only basis upon which respect for law and order may be developed. A democratic society, which depends upon the cooperative action of many people, cannot exist without self-discipline. This quality of character is evidenced by respect for and support of our established offices and the persons who serve in them; by the inviolability of public and private property; and by recognition of the rights of every human being, whatever his position.

Respect for law and order is the public evidence of personal acceptance of these values:

Integrity, and the trustworthiness and personal dignity which flow from it.

Courage, and the willingness to resist peer group pressures to violate moral or legal codes.

Responsibility, and the acceptance of personal accountability for an individual's behavior and for the consequences of his actions.

Justice, and its attendant concerns for all persons.

Reverence, and the realization that Divine Law provides a criterion for behavior.

Love, manifested in the daily attempt to practice the Golden Rule.

As teachers, our objectives are

To guide the pupil to understand that

Respect for law and order must begin with acceptance of rules made by the family, the school, and the community.

Law is fundamental to any society; and, that through laws, individuals and society are protected against anarchy, fear, violence, and oppression.

Law and order have developed from concepts of values that men have held to be important throughout history. These values have been expressed in moral codes, religious beliefs, other philosophical concepts, and political doctrines.

The establishment of our freedom under law has required struggle and sacrifice.

Every right is accompanied by a responsibility.

THE CONCEPT OF RESPECT FOR LAW AND ORDER

Each person should have the right to think and to act as he desires so long as he does not interfere with the rights of others nor act in a way that is contrary to the welfare of the nation.

Laws should be obeyed until altered through lawful means. All citizens have a responsibility to bring about desirable changes through the use of established processes.

The greatest enemies of liberty are those persons who use it to advance their selfish ends.

Disregard for the law is cumulative in nature, generally beginning with minor infractions of moral or legal codes. However, it may progress until the individual is capable of gross moral and legal misconduct.

To help the pupil grow to

Respect the spirit and the letter of the law.

Demonstrate his respect for the rights and property of all persons.

Recognize the need for, and display a respect for, the established authority of parents, teachers, and civil officials.

Realize that respect for law is as important as its enforcement and that public respect is a basic means of enforcement.

Support public officials in the exercise of their duties in enforcing the law.

Accept his own responsibility for the development and observance of appropriate and adequate personal, peer-group, class, school, and community standards of conduct.

Develop a self-discipline that can resist peer-group pressures when they contribute to violation of community standards.

Examine his life in order that he may learn to what extent high moral, spiritual, and aesthetic values motivate his actions.

Accept the fact that there are certain limitations on liberty necessitated by consideration for the welfare of other individuals and of society as a whole.

Maintain personal integrity in the face of what may appear to be a general disregard for morality and to recognize that the assurance of his own honesty is the ultimate reward.

Use his freedom with integrity.

PART II

SHARING
THE RESPONSIBILITY
FOR THE
TEACHING OF VALUES

INTRODUCTION

Questioned about his role in the developing of values, one Los Angeles teacher responded, "Every responsible adult in society shares in this task." *Point of View* describes the cooperative roles of the school and other social agencies in this way: "Schools have a shared responsibility with homes, churches, places of employment, and other constructive agencies of the community in carrying forward a total educational program."¹

Citizens in a community who are deeply concerned for the welfare of young people continually provide for the development of their varied capabilities. Effective community care necessitates fulfillment of responsibilities on the part of all agencies in contact with youth: the home, the school, the church, recreational centers, places of employment, commercial enterprises, and character-building organizations.

Experimental evidence supports what thoughtful adults take for granted: that the developing individual is decisively affected by his human environment. Values and attitudes of others — in home, school, and elsewhere — create conflict for the pupil as he is confronted with the necessity of making choices. He learns to search for alternatives, weigh possible consequences of his actions, identify his basic attitudes, and clarify his beliefs — a process through which he builds his own dynamic value system.

¹*Point of View, op. cit., p. 2.*

THE HOME

The home shares the responsibility

"As the twig is bent," "Like father, like son," "The hand that rocks the cradle," and similar statements attest to man's awareness of the profound influence that parents have on the kind of person a child becomes.

By the very nature of family living, the home is the most decisive force in the development of the child's character and personality. When parents consciously assume the teaching of values as a major role, the home can, in many ways, stimulate the effective development of the attitudes and values that it recognizes as important.

What techniques are used by families whose children manage the developmental tasks of childhood and adolescence successfully? What home influences help a child accept himself, the guidance of authority, and personal responsibility? What parental attitudes encourage the discipline of learning, the freedom to be creative, the excitement of ideas, and the development of moral concerns?

Leaders in character education suggest that the home provide

An atmosphere of clearly defined values, understanding, and love in which parents are affectionate toward each other and toward their children.

A sense of belonging, mutual trust, and awareness of family unity and loyalty, which help provide the support needed by the child in confronting and resolving the problems of life.

Consistent, fair, and meaningful discipline conducive to the development of self-discipline in the child.

Examples of behavior by adults who consistently and earnestly try to live in accordance with the principles that they teach.

Ways of meeting the child's basic needs in terms of his differences, capabilities, and limitations.

A variety of individual and family activities which stimulate and sustain a spirit of fulfillment and an awareness of each individual's capabilities.

Parents need to recognize

The impact of their attitudes, expectations, and actions on the child.

The importance of individual differences of family members.

The child's natural curiosity and help satisfy it in ways that develop self-confidence, eagerness for new experience and knowledge, and concern for others.

THE HOME

The impact of such factors as trust and distrust, acceptance and rejection, submission and dominance upon the child's development.

The effect of cultural values which are different from the values of the home and work with thoughtfulness and courage to interpret, incorporate, or counteract them.

The importance of religion in the life of the individual, the family, and the nation.

Parents can help the child

Know what they believe, understand how beliefs form a basis for all aspects of living, and how parents serve "as exemplars of their religious heritage (as well as) its interpreters."¹

Accept individual differences with respect and empathy.

Develop obedience based on reason rather than on fear.

Make choices and decisions based on knowledge, values, and thought and to recognize his mistakes and learn from them.

Develop individuality, creativity, and a sense of freedom within the discipline of necessary authority.

Grow in self-understanding and the understanding of others.

Accept the guidance of church, synagogue, school, and community agencies and to recognize that parents work in them for individual and common good.

Learn to value other persons by providing a pattern of mutually helpful relationships both inside and outside the family.

The home works with the school

There are many ways in which parents can work actively with the school to promote the development in children of values and attitudes which engender personal fulfillment and good human relationships. Parents can

Communicate to the child their positive feelings about the value of education, the excitement of learning, the rewards of reading, the adventure of thinking.

¹Helen Leland Witmer and Ruth Kotinsky, eds., *Personality in the Making*. The Fact-Finding Report of the Mid-century White House Conference on Children and Youth, Washington, D. C., 1950 (New York: Harper, 1952), p. 219.

THE HOME

Recognize that the development of values, like other aspects of learning, is a life-long process.

Interpret to the child reasons for school rules and procedures and the roles of staff members, pupils, and the home in the educative process.

Provide the school staff with information about the child's health, abilities, interests, experiences, and concerns and inform the staff of situations which may influence the child's activities or which may affect the need for special school services.

Cooperate with the school in motivating the child toward maximum school achievement, in exploring vocational interests and goals, in planning educational programs, and in resolving school-related problems.

Participate in school activities, such as P.T.A. meetings, open house, parent education classes, and drives.

Be informed about the school and contribute to its development by participating in community activities and exercising voting privileges.

Participate actively in efforts for the common good.

THE CHURCH, SYNAGOGUE, and TEMPLE

The Church, Synagogue, and Temple Share the Responsibility

Religion, throughout recorded history, has been an expression of man's highest aspirations. The church and synagogue have been major forces in man's moral and spiritual growth. The institutional character of the church and synagogue and their purposes make possible unique and important contributions to the teaching of values. When members of a church or synagogue and religious leaders consciously assume, as a major role, the responsibility of teaching values to young people, they can, in many ways, foster the development of beliefs, attitudes, and values that they consider are essential.

Religious leaders can

- Provide formal instruction in moral and spiritual values for the pupil and his family.

- Teach that religion can be a dynamic force in a person's life.

- Stimulate and guide the development of a personal philosophy of life and support and guide the family in times of crisis.

- Facilitate communication of values between persons of different ages, interests, and cultures.

- Recognize the need of young people for responsible and rewarding participation in the life and work of the church or synagogue.

- Provide counseling for young people and their parents.

- Provide for voluntary participation in social, educational, and recreational activities which require the child to clarify his personal values.

- Make efforts to reach the many persons who do not at present have religious commitments.

- Provide "continual renewal, support, and encouragement" to parents "in carrying out their responsibilities toward their children."¹

- Involve young people in worship services and other experiences of beauty, impressiveness, solemnity, meaning, and tradition which strengthen feelings of dignity, worth, responsibility, and belonging.

- Assure that religious principles have clear-cut applications to the everyday lives of young people.

¹Witmer and Katinsky, *op. cit.*, p. 220.

THE CHURCH, SYNAGOGUE, and TEMPLE

Inspire and challenge young people toward growth in moral concern and responsibility.

Help the pupil in the discovery of his own spiritual strengths and in the selection of life goals.

Help young people to recognize that intellectual and moral conflicts are natural and can be resolved effectively.

THE COMMUNITY

The Community Shares the Responsibility

To a great extent, the values shared by the citizens of a community are reflected in their moral concerns and in their efforts to act effectively regarding those concerns. In exercising their conscience, citizens can look critically at the values that they express and assess their effect on the welfare, happiness, and social concerns of young people. In addition to home, church, and school, various forces in the community exercise a potent influence on the kind of person that each child becomes.

Communities have as many differences as individuals. Like individuals, they grow and develop or decline and decay. They are confronted daily with the need to provide for the requirements, interests, and capabilities of their residents and to resolve the conflicts of contemporary life. In today's world, complexities are multiplied and magnified by continuous and rapid change. Critical differences exist between communities throughout our nation and often between parts of a given community. Yet, when citizens in a community consciously assume responsibility for the development of young people, they channel energies into the service of children and youth and find many ways to promote what they value most highly. Citizens can develop a climate of civic integrity, community pride, and individual promise.

The citizens of a community can

- Exercise democratic leadership.

- Promote personal and group relationships that are mutually helpful.

- Work actively for fundamental individual rights and help children and adults gain a better understanding of their legal rights and responsibilities.

- Help staff members of the school and other agencies to understand the structure of the community and to become a functioning part of community life.

In demonstrating that they value all residents of the community, citizens can

- Assure the individual that his participation in the work of the community is essential to its welfare.

- Provide agencies for effective, specialized services for individuals and families.

- Identify the functions of local agencies, including the school, in meeting the needs of young people.

- Recognize human differences, accept them with respect and empathy, and provide for the various needs of residents.

THE COMMUNITY

Help meet the impact of urbanization on the individual and the family and recognize that mobility has some constructive aspects.

Provide for the active participation of youth in planning and implementing community programs.

Provide for constructive use of leisure time through regular recreational activities and special events.

Demonstrate sincere interest in and concern for education, support school activities, and participate actively in their improvement.

In developing a climate of civic integrity, community pride, and individual promise, citizens can

Help parents to recognize that the teaching of values and developing of attitudes are a primary responsibility.

Value and enjoy young people, take pride in them, and strongly encourage each child to achieve his best development.

Define rules of acceptable behavior and help young people to gain a sense of responsibility, achievement, and freedom within these limits.

Provide skilled and understanding supervision for young people, protect them from harmful influences, and help them grow in their ability to withstand such influences.

Provide law enforcement personnel who are trained in constructive handling of destructive behavior.

Work to heighten the dignity, worth, and achievement of individuals and groups.

Establish and maintain communication with the school and be continually aware that the community's future will depend upon the quality of the educational program.

The School Shares the Responsibility

The school has primary responsibility for carrying forward the significant learnings and values of our society and can make its best contribution in relation with the home, the church, and other community agencies.¹

Teachers and other members of the school staff who consciously assume responsibility for promoting the development of values and attitudes in young people can, in various ways, decisively better their lives. Because it provides both learning opportunities and a variety of human relationships, the school can be a potent, constructive force in shaping the child's attitudes about himself and others, his aspirations, and his emerging value system.

The fact that education is required of all young people contributes to the school's unique potentialities. Its philosophy, program, personnel, and physical facilities all affect the communication of values and development of attitudes.

All persons who have responsibility for the educational program can

Recognize "that the prime function of the school is to educate . . . to teach the child the necessary skills, tools, attitudes, knowledge, and social adeptness that will enable him to live successfully in our society and to be a force for good in his community."²

Communicate to pupils and adults what the school's values are and create conditions in which these values can be developed.

Reflect, in both principle and practice, the democratic philosophy of our country and provide leadership which stimulates colleagues, pupils, parents, and other citizens to search for constructive solutions to mutually important problems.

Recognize that the kind of education young people receive today will influence crucially the nature of tomorrow.

Help children to understand and accept value differences in the home and school.

Help each pupil to reflect on the direction of his own life.

Help pupils understand and appreciate the basic values inherent in the American way of life.

¹U. S. Department of Health, Education, and Welfare, *Implications for Elementary Education*. A follow up of the 1960 White House Conference on Children and Youth (Washington, D. C.: United States Government Printing Office, 1961), p. 6.

²Katherine E. D'Evelyn, *Meeting Children's Emotional Needs* (Englewood Cliffs, N. J.: Prentice-Hall, 1957), p. 162.

THE SCHOOL

The School Staff

Each member of the school staff is involved in aspects of teaching, counseling, supervision, and administration. He also participates in activities affecting the curriculum and community. In each function, the educator communicates his values and attitudes through both word and deed.

Although some discussion of the roles of individual teachers and administrators follows, all staff members have opportunities to contribute to the development of constructive values.

A staff which consciously commits itself to focusing on the moral concerns in the daily life of the school can, in many ways, promote what it values most highly.

All staff members should

Clarify their own personal philosophies and recognize how their values will influence pupils, parents, and other staff members.

Openly express responsibility for the teaching of values and be articulate about the concerns that they expect the school to represent.

Consistently encourage moral responsibility in young people, parents, and co-workers.

Assist pupils in understanding the reasons which underlie school policies and public law, and help them to act in accordance with both the spirit and the letter of regulations and laws.

Help all pupils to feel accepted in the school.

Assume and fulfill their appropriate responsibilities for the attainment of standards and enforcement of rules.

Recognize that the school program and activities influence the kind of events and behavior which occur in the community.

Participate in and contribute to community activities.

The Administrator

More than any other member of the school staff, the administrator is responsible for the nature of the educational services provided to the community. He therefore has a leading role in promoting desirable attitudes and values in young people. Like other staff members, he has both responsibility and opportunity in his position of leadership.

THE SCHOOL

When the administrator determines character education to be a primary responsibility of his school, he finds opportunities to promote the growth of understanding, social sensitivity, and moral responsibility by both staff and pupils.

The administrator can

Recognize the influence of his own values and attitudes on others and reflect the values and attitudes which he advocates.

Foster a dynamic program of instruction and service for all pupils.

Evaluate, with faculty and pupils, school purposes, policies, responsibilities, and opportunities and formalize standards in terms understandable to and achievable by staff and pupils.

Help to create and maintain a general feeling of respect, friendliness, and trust among staff members, pupils, and parents and of group responsibility for the progress and achievement of young people.

Increase skill in inter-personal relationships and continue his own study of human relations, inter-cultural understanding, character education, and discipline.

Appreciate staff members as individuals, respect their differences, and make effective use of their capabilities.

Encourage and assist the staff and parents to continue the study of child development and education and to emphasize values.

Help staff members, pupils, and parents to develop wholesome attitudes toward duly constituted authority and toward education.

Assume responsibility for enforcement of rules and standards and support teachers in the wise use of disciplinary measures.

Provide assistance in solving pupil, parent, and staff problems; in maintaining a productive balance in the expression of conflicting values; and in serving as a buffer or catalyst in helping others to resolve conflicts.

Help staff members to explore and study the nature of the local community; work closely with community leaders and agencies; help to define and serve the community's educational needs; and respond to its interests.

Maintain the ability to adapt to change and help staff members to examine the old, explore the new, and exercise the flexibility essential in a rapidly changing world and profession.

THE SCHOOL

The Teacher

Because of the nature of the learning process and his relationships with pupils, the teacher has a major influence on character development. Each day, he can consciously make this aspect of instruction a vital part of pupil experiences.

The teacher can

Stimulate and reward social sensitivity, moral concern, and individual and group responsibility in pupils.

Define his personal values, recognize their influence on the value development of pupils, and become increasingly aware of the values that he represents to his pupils, parents, and other faculty members.

Create an atmosphere in which pupils know what is expected of them and develop a feeling of acceptance, self-respect, and self-confidence; encourage pupils to develop life purposes that are responsible, rewarding, and attainable.

Fulfill the responsibility to support standards and regulations in the school and community.

Help pupils to understand contradictory values and to act on those that are consistent with conscience.

Develop, and, through his participation, demonstrate interest in worth-while school and community activities.

Increase understanding of the developmental needs and characteristics of pupils and relate this understanding to character development and classroom teaching.

Clarify personal aspirations regarding the kinds of persons that pupils should become.

Study ways in which values, attitudes, and good human relationships develop and function; examine ways in which to promote them in the school and community.

Broaden knowledge of discipline, marking practices, learning, motivation, mental health, creativity, critical thinking, problem solving, compensatory education, student government and other co-curricular activities and of character-building programs in the community.

Continue to study the role of the teacher and education in today's world, the art of teaching, and the unsolved problems which educators must face.

Understand the contributions of other staff members to the school program and work with them toward the attainment of common objectives.

Increase understanding of the many cultures represented in our society and of its conflicts, strengths, achievements, and current concerns; identify and assess probable future demands on the young people in the classroom.

PART III

SUGGESTED
LEARNING ACTIVITIES
FOR THE
TEACHING OF VALUES

INTRODUCTION

Many of the ways in which teachers can foster the development of values are described on the following pages. As suggested learning experiences at each educational level are outlined, it is hoped that they will stimulate teachers to exchange ideas and develop other methods which will be effective in specific classroom situations.

A review of these opportunities and examples of specific experiences makes it evident that (1) the development of values is a long, slow, and continuous process; (2) activities must be related by the teacher to the needs of the particular group and to the content of instruction; (3) the majority of suggested learning experiences may be adapted by the concerned, resourceful teacher to content and grade levels other than those described; and (4) a given experience may be applicable to other values not specified.

The suggested learning experiences which follow have been obtained from many sources. Some are adaptations of materials appearing in instructional guides; others were suggested by teachers as they participated in the city-wide "Survey for Implementing the Point of View Objectives Related to the Development of Values" (February, 1963). Still other suggestions have been prepared particularly for this publication by the various subject area supervisors and consultants.

ELEMENTARY SCHOOL

The elementary school teacher traditionally has been concerned with the development of the character—the attitudes and the values—of his pupils. Although there is no content specifically organized for this purpose, the development of values is part of a *planned* program as outlined in the *Course of Study for Elementary Schools* and in various instructional guides.

The self-contained classroom and the opportunities to observe the pupil on the playground, in the lunchroom and cafeteria, at assemblies, and in other situations, make it possible for elementary school teachers to focus attention on the pupil's total development.

The teacher is in a position to know intimately the pupils in his classroom, to assess their strengths and weaknesses, and to become aware of the need for specific help. The day-long association between teacher and pupil offers continuing opportunities for the development of values. There is no better opportunity to teach that every person has a responsibility for the maintenance and support of law and order and for the observance of rules.

The nature of the elementary school pupil is another asset to the teacher who recognizes that character education is in part his responsibility. The child responds more readily to the suggestions of teacher and parent than he will a few years later. He is willing to discuss what he believes to be right and wrong and has not yet established barriers to communication.

Opportunities are continually provided in which pupils may recognize the importance of integrity, courage, responsibility, justice, reverence, love, and respect for law and order. The imaginative teacher finds many ways to enhance the effectiveness of the instructional program as pupils work together and seek to achieve mutually established goals. They share information and materials; find answers to questions of common concern; and cooperate in the adventure of learning through shared experience. Inherent in each situation are countless opportunities to develop within every child concepts which are of basic importance to him as an individual and to the larger society of which he is a part.

The observant teacher will note many of his own values being reflected in the actions of pupils, for at no other age do young people so intensely search for a model. The teacher who desires to influence consciously the development of values must plan appropriate activities and capitalize upon the "teachable moment." Every day, there are opportunities to praise pupil conduct when values are exemplified, or to make suggestions for its improvement.

The social studies and language arts programs offer unique opportunities for instruction in moral and spiritual values. In history, civics, geography, and other disciplines which comprise the social studies are examples of man's relationships with his fellow man and with his world. Through the analysis of man's failures and triumphs, his shame and valor, his demonstrations of fear and courage, pupils discover the values which form the basis for an effective life.

In the social studies, there also are opportunities to learn that our nation was founded upon faith in a Supreme Being and that the documents of the United States are based upon a noble concern for the worth of man and the preservation of his rights. Pupils become increasingly aware of the interdependence of men. As they work in large and small groups, seeking and exchanging information, they develop increasing skill in their relationships with one another and deepen their appreciation of the contributions of others.

In the language arts, pupils read of heroism and of triumph over fear. They encounter what has been described as "an awareness of the meaning of human tragedy and a sense of compassion for it." Children learn to admire and respect men whose honest assumption of responsibility and whose love for their families and for mankind have caused them to achieve beyond the commonplace. Through literature, pupils are exposed to many viewpoints. In the study of language as communication, children are guided to see how ideas become the patterns for action and learn that the skills which they master can become instruments for good. In the everyday activities of listening, speaking, reading, and writing, pupils may receive opportunities to develop these skills and learn to communicate effectively in ways which are consistent with the values which the Los Angeles City Schools seek to develop.

The elementary school mathematics programs provides limitless opportunities for teaching respect for honesty and responsibility.

Through the study of science, pupils develop reverence for life and an appreciation of the search for truth and of the individual's relationship to the universe and to the forces which brought it into being. There are many opportunities to wonder about the immensity, order, and mystery of the universe. The study of science also fosters the spirit of investigation and provides an opportunity for the searching mind to seek answers. Pupils may be taught to pursue and to question, to develop patience, to reserve judgment until facts are known, and to respect the dissenter who "hears a distant drummer." Perhaps in no other area of the curriculum is there an opportunity to demonstrate as fully the courage to explore new ideas in the face of tradition and to learn from repeated failure.

In the health, physical education, and playground programs, the teacher may help pupils to appreciate the beauty of nature as it is evidenced in functioning of the human body and to develop skills which establish balance in recreational pursuits. The teacher may inspire in youngsters the courage to persevere and to demonstrate self-discipline in the development of athletic skills. He uses opportunities to teach good sportsmanship and the value of competition. He helps pupils to recognize their own capacities, to perform to the best of their ability, to acknowledge superior skill, and to develop patience and understanding of others as they seek to overcome limitations.

Art and music, expressing the deepest of emotions, have the power to affect man profoundly. Reverence for man's ability to create are among the values and goals of the elementary school programs in these fields. In the elementary school, teachers

encourage children to use their powers of observation and to become aware of the beauty in the environment as produced by nature and by man. Children can learn to be more sensitive to sound and to the beauty, inspiration, satisfaction, and consolation of music. Painting and sculpture also may be used to intensify the child's sensitivity to beauty and to develop appreciation of creative expression. He develops courage to express his own ideas, and to exercise respect for others, compassion, and reverence for man's capacity to create.

Other special subject areas, such as foreign language, the practical arts, health, and safety, also provide opportunities to develop value concepts.

Descriptions of suggested learning activities in the fields of written and oral English, mathematics, physical education, reading, science, and the social studies appear on the following pages. Learning activities in art, music, and practical arts (see Industrial Education) and health education are described in the section beginning on page 158.

From the same school experience and at the same time, a child may grow in his sense of moral responsibility, develop habits of self-discipline, gain insight into the idea that institutions are the tools of man, and enhance his appreciation of the moral equality of his playmates.¹

Oral and written communication provide countless situations in which pupils may learn the values of truth, honesty, and excellence. There also are many opportunities for guidance in making judgments concerning behavior and responsibility.

Learning activities which emphasize values develop the child's respect for his own opinions and ideas and for the viewpoints of other pupils. Discussions and conversations, when carefully guided, develop in pupils the courage to express their convictions.

Those activities which involve writing, speaking, and listening about actual or vicarious experiences provide an atmosphere in which young people gain better insights into the world about them. Meaningful values are developed which influence personal feelings, loyalty, appreciations, respect for law and order, and self-understanding.

INTEGRITY

OBJECTIVE: To help pupils learn the importance of honesty as a personal commitment, in things both large and small.

Oral English

PRIMARY: The class members discuss a story about a boy named Johnny who went to the store for his Mother. They consider what would have happened if Johnny had wanted something and spent part of the money he was given for himself; then he could not have bought all the things that his Mother wanted.

MIDDLE: Children prepare talks in observance of Boy Scout Week. They discuss why honesty, truth, and trust are essential in our relationship with others and to our self-respect.

UPPER: Pupils prepare a dramatization to illustrate the differences between truth, fooling, teasing, and pretending.

¹Educational Policies Commission, *Moral and Spiritual Values in the Public Schools* (Washington, D. C.: National Education Association, May, 1951), p. 30.

ENGLISH

Written English

- PRIMARY:** Billy finds some money on the school grounds. The children write stories describing what he should do with the money and why.
- MIDDLE:** For the school newspaper, pupils write editorial about honesty, loyalty, and faith and how each might apply to school situations.
- UPPER:** The class views a filmstrip about Benjamin Franklin (Set 1: 5-22), and pupils then write an essay about the "Person Whom I Admire Most." They base their reasons for the choice on concepts concerning the honesty, loyalty, and trustworthiness which should characterize a man in public life.

Listening

- PRIMARY:** The class listens to the sound slide "Peter Rabbit" (7 min., color, No. 44) to decide whether it was right or wrong for Peter and Mr. McGregor to do as each did.
- MIDDLE:** Pupils listen to the transcription "The Lost Violin" (No. 229, 15 min.) to interpret the meaning of honesty and to determine what their feelings might have been should they have been involved in the incident.
- UPPER:** Class members tape stories which they have written about "The Purse That Was Found." The teacher asks them to listen to evaluate the different ideas which were expressed in resolving the problem of what to do with the purse.

COURAGE

- OBJECTIVE:** To help pupils develop courage as they face the unknown, the uncertain, or the unpleasant, and to help them realize its importance in the lives of great men and in the history of our nation.

Oral English

- PRIMARY:** When reorganization is necessary in a school, the teacher discusses with the children the reasons for the change. They express any anxieties which they may have concerning it. Pupils can assure their peers that the new situation will be much the same and that in some ways it may be better.

ENGLISH

- MIDDLE:** In discussions about why there are holidays, pupils prepare short talks regarding the courage of the men who are honored (i. e., Columbus, George Washington, Abraham Lincoln).
- UPPER:** A panel discussion is presented regarding ways in which famous men and groups have demonstrated courage (i. e., John Glenn, Columbus, Benjamin Franklin, Pilgrims).

Written English

- PRIMARY:** Pupils write stories to illustrate how Pilgrims showed courage in supporting their beliefs.
- MIDDLE:** After viewing the film "I've Been There in a Book" (16 min., color, Fsd 810-1), pupils write stories comparing ways in which courage was shown by early explorers. (The film indicates how children can interpret and recreate incidents described in books which they have read.)
- UPPER:** Pupils prepare a time line identifying courageous acts of famous people.

Listening

- PRIMARY:** Children listen to the transcription "Timid Timothy" (No. 265, 15 min.) to learn how Timothy became brave.
- MIDDLE:** The class listens to a dramatization (originally prepared as a written language activity) in which puppets are the characters. For example, a boy and his conscience discuss (1) *why* he must return a pen he took from the teacher's desk; or (2) *why* he must return a "lost" ball which he took home.
- UPPER:** Pupils listen only to the *sound* track of "Lincoln in the White House" (Fsd 921.Li-2). They list ways in which Lincoln showed a high degree of moral courage.

RESPONSIBILITY

- OBJECTIVE:** To help pupils develop positive attitudes toward the acceptance of personal responsibility.

ENGLISH

Oral English

- PRIMARY:** After viewing the film "Our Family Works Together" (11 min., color, Fsd 173.3-7), the children discuss the importance of each person's accepting responsibility in whatever work is planned, such as caring for own belongings, cleaning up after painting, and obtaining and returning supplies.
- MIDDLE:** A school program is planned to acquaint children with the purposes of the United Crusade. Children may prepare talks regarding the importance of helping others and the community agencies which cooperate in assisting those in need.
- UPPER:** In the study of fire prevention, upper-grade pupils plan short talks to present to neighbors regarding fire hazards and proper safety measures.

Written English

- PRIMARY:** After a child tells about receiving a new pet, pupils discuss ways to care for pets. They write stories about the techniques which they use to care for animals at home.
- MIDDLE:** The children plan a trip to a television station and take notes about the responsibilities of the people who present programs. The pupils write parts for the dramatization of a television program which emphasizes responsibilities that persons of their own ages can assume.
- UPPER:** In the study of the petroleum industry, the children refer to the set of pictures entitled "Petroleum in Our Lives" (Pictures 4-16, Set 1, 20 black and white, 11 x 14 in.) in writing about our nation's dependence on oil and the roles of the many persons who help to manufacture petroleum products.

Listening

- PRIMARY:** Children tell favorite parts of familiar stories which depict the successful assumption of responsibility. Other children listen carefully to identify the longer story from which each part came, the values portrayed, and perhaps the names of the authors.
- MIDDLE:** The film "Litterbug" (10 min., color, Fsd 628.4-3) is shown. It is then rerun with only the sound as children listen for ideas to help them in keeping their school and community neat and clean.

UPPER: In a study of conservation, the children listen to the transcription "The Case of the Disappearing Soil" (No. 348) to obtain ideas on how they and their community may assist in preventing soil erosion.

JUSTICE

OBJECTIVE: To help pupils learn that justice is an important element in interpersonal relationships, as well as a civic responsibility.

Oral English

PRIMARY: Before witnessing a program with other pupils, the children discuss proper behavior en route to the auditorium, how to enter it and take their seats, and what to do during the program. There, standards are related to courteous behavior toward performers and others in the audience.

MIDDLE: The class decides to find ways of helping each person become a better member of the group. The pupils discuss the answers to three questions: (1) Why do you like some people better than others? (2) Why are some pupils not chosen to participate in certain activities? (3) How can you help children who are not liked? The importance of consideration for others and the value of fair play are emphasized.

UPPER: Panel members discuss "What does 'fair play' mean?" The question may arise from a problem which is encountered during the Physical Education period.

Written English

PRIMARY: If some children continually disturb others who are at work, the class may develop a group chart concerning "Ways to do our best work." This project helps to develop the values of consideration for others and fair treatment to all.

MIDDLE: After an oral discussion of answers to the question "Why do you like some people better than others?" each child writes a description of how he would feel if he were either chosen or not chosen as a member of a group. This activity can produce insights regarding "right or wrong" behavior.

UPPER: During Book Week, pupils write about the experiences of an interesting character which illustrate the concept of justice, such as obeying the rules of the trail in the movement of covered wagons westward.

ENGLISH

Listening

- PRIMARY:** The teacher reads Munro Leaf's "How to Behave and Why" and asks the children to point out ways to make friends and play fairly which are illustrated in the story.
- MIDDLE:** A discussion of "Why do you like some people better than others?" is taped. (See *JUSTICE*: p. 55, Oral English—Middle.) Children listen to the tape for suggestions in preparing a check list of acceptable attitudes and practices of fairness and consideration. This check list could be titled: How Friendly Am I?
- UPPER:** The teacher selects a story to be read aloud which illustrates attitudes. As children read different parts of the story, other pupils listen to note examples of behavior which show consideration, fairness, and obedience to rules or other attitudes which may be illustrated.

REVERENCE

- OBJECTIVE:** To help pupils learn that reverence is an attitude which is appropriate in many circumstances and not restricted to formalized worship.

Oral English

- PRIMARY:** The teacher discusses with children the meaning of the Pledge of Allegiance (i. e., . . . one Nation under God). He helps them to see how our nation recognizes a Power greater than the people themselves.
- MIDDLE:** After learning the "Star Spangled Banner," children discuss the reason for its having been written and the ways in which our lives are better because of the inspiration of others.
- UPPER:** The teacher uses the filmstrip "Nature of a Democracy—Freedom of Religion" to motivate a panel discussion regarding why religious freedom is important to everyone.

Written English

- PRIMARY:** The children write a group story about the ways in which nature protects animals. They view the film "How Animals Live in Winter" (10 min., color, Fsd 591.5-19) as motivation.

ENGLISH

MIDDLE: Class members write stories to show how the missions contributed to the development of California.

UPPER: Pupils write biographies about important religious leaders in the United States, Canada, Mexico, or South America.

Listening Activities

PRIMARY: The teacher reads "Little Island" by Brown (Doubleday, 1946). The children decide how one friend develops confidence and belief in another.

MIDDLE: The class listens to a transcription, record, or tape of an author's reading his own poem or other creative expression. They gain greater inspiration and appreciation of the beauty of literature and learn to revere men's creativity as an evidence of a "Power greater than ourselves."

UPPER: After a tape has been made of a discussion about the lives of famous composers, the class listens to decide in what ways the composers have helped others to develop reverence.

LOVE

OBJECTIVE: To help pupils learn that love is one of man's supreme emotions and that it is exercised in many ways.

Oral English

PRIMARY: The children take a walk in the neighborhood of the school to observe the beauties of nature. The teacher encourages them to discuss how it makes each child feel (voluntary expressions of feelings). They also talk about likenesses and differences observed in relation to the story "Time of Wonder," by Robert McCloskey (Viking, 1957).

MIDDLE: During Constitution Week, pupils discuss why there is a Bill of Rights. They view the filmstrip "Understanding Citizenship" (Set 1: 5-9, color, "Bill of Rights"). They compare the needs of children in a classroom with those of a nation and discuss how respect for individual rights is a practical expression of love for one another.

UPPER: Pupils talk about the meanings of words in the songs "America" and the "Star Spangled Banner." They prepare talks about the feelings of the author for his love of country as expressed in the songs.

ENGLISH

Written English

- PRIMARY:** After viewing the filmstrip "Growing Up" (Set 2: EC-1, color) about "when we have guests," the children write stories which relate consideration for others to the basic concept of love.
- MIDDLE:** In studying conservation of resources, class members write stories about the national parks and why they were established and show how concern for the parks demonstrates love for other men.
- UPPER:** The class views the film "The American Flag" (14 min., color, Fsd 929.9-3), or "Our Country's Flag" (rev. ed., 11 min., color, Fsd 929.9-1). Pupils write stories about how our flag and the National Anthem inspire love of our country.

Listening Activities

- PRIMARY:** Children listen to the teacher read the story of the "King's Flower" by Mike Thaler (Orion, 1956) and illustrate parts of the story that they particularly enjoyed.
- MIDDLE:** Class members listen to the transcription "The Lost Boys of Lanciano" (No. 341, 15 min.) to learn how the boys discovered an adult to be a friend.
- UPPER:** The class listens to the transcription "Francis Scott Key" (No. 719) and views the "Pledge of Allegiance" (10 min., color, Fsd 929.912) to learn the ways in which some men have expressed appreciation for love of country, love of flag, and love of their fellow men.

RESPECT FOR LAW AND ORDER

- OBJECTIVE:** To help pupils understand the responsibility of each individual to support the law.

Written English

- GRADES K-6:** After viewing a film or listening to or reading an appropriate story, pupils write a story about the responsibility of each citizen to support the law. Children in the primary grades may concern themselves with school attendance and the conservation of personal and public property. Pupils in other grades may write about such subjects as the importance of obeying traffic signals, the obligations to pay legally levied taxes, or the obligations of each citizen during time of war or other national emergency.

MATHEMATICS

The teacher has a responsibility to create an atmosphere which fosters not only the learning of mathematics but also the growth of moral and spiritual values which are important to the development of citizenship. In the classroom, pupils formulate attitudes toward themselves, other young people, and the school.

The study of mathematics enables pupils to discover the intrinsic beauty in the orderliness of mathematics. They learn that it has been created by man to serve his many purposes and that this creation continues each day as new needs arise. Above all else, they learn that man has created something of value to all mankind.

Pupils discover many of the fascinating facts that concern mathematics. They find patterns that exist and control the things that are done in each number system. Although these characteristics are not new to the mathematician, they are new to the individual pupil. The pupil finds satisfaction as a result of his own effort. It is the same feeling which an artist or a writer experiences when he has created something.

Many opportunities exist to stimulate in children a sense of values. As pupils learn different solutions to problems, they grow in respect for the methods and opinions of others. They help each other to recognize where their mistakes occur. They express recognition in many different ways for a job well done.

Mathematics has a certain discipline within itself. It is this discipline which permits and encourages children to seek for reasons and truth. To find the truth, pupils begin to work with simple proofs in mathematics. Although the approach is informal, they examine facts and inquire as to their validity. Pupils also learn to differentiate between correct and incorrect information. In doing so, they begin to develop a devotion to truth.

The application of mathematical ideas and concepts to man's everyday experiences helps him to understand the moral obligation that he has to society. As he uses mathematics in figuring payments for goods or services received, he learns that he has a moral obligation to pay his debts. The use of mathematics in everyday life therefore contributes to developing a sense of responsibility and helps pupils to become better citizens.

COURAGE

OBJECTIVE: To help pupils face failure, learn from failure, and continue their efforts toward success.

SUGGESTED ACTIVITIES: The climate of the classroom encourages experimentation in the solution of problems involving mathematics. As the child approaches problem solving in an experimental manner, he may experience failure. Real courage is evident when the pupil recognizes his errors, rebuilds what he is doing to correct them, and develops skill and knowledge. The pupil's ability to continue his efforts until mastery of a skill, regardless of many failures, is evidence of courage.

MATHEMATICS

REVERENCE

OBJECTIVE: To help pupils respect man's creativity and appreciate its varied expressions.

SUGGESTED ACTIVITIES: The teacher asks the children to read about the history of the development of numbers and helps them to understand that mathematics was a creation of man. The class learns that people of different cultures have created various systems of numeration to serve their particular needs. Pupils compare the different systems, see why they were satisfactory in the past, and why they no longer serve man's needs. Pupils also learn that man has created more and more complex number systems to solve problems of increasing difficulty.

As pupils grow to understand the function of zero in the decimal system of numeration, they may be helped to develop a parallel understanding of how man's intelligence has permitted him continually to advance his knowledge of mathematics. They also may be helped to develop a respect for their own intelligence as it is related to the intelligence and order which is evidenced in the operation of the universe.

PHYSICAL EDUCATION

Physical education, by providing a program of activities which are essentially concerned with body movement, has an important role within the total curriculum in developing the child to his fullest capacity.

Through movement, the child becomes familiar with his own capabilities and some of the characteristics of his environment. Through thoughtfully planned physical education activities, he can form a positive view of himself and be at ease with his own body; develop perceptual awareness; play with others as the member of a team and learn the importance of obeying rules; acquire useful skills of his own; express himself creatively; relieve childhood tensions; and experience exhilaration through vigorous activity.

Such a program of varied and valuable physical activities is characterized by innumerable "teachable moments" for developing moral and spiritual values.

INTEGRITY

OBJECTIVE: To help the pupil grow to use freedom with integrity.

SUGGESTED ACTIVITIES: Pupils go to and from the classroom and the activity area in an informal, self-controlled way, rather than in a "line-up, keep-in-step" manner.

Pupils are entrusted with the use of physical education supplies and equipment, learn to use them correctly and safely, and return them when no longer needed.

OBJECTIVE: To help the pupil grow in the desire to accomplish for self-satisfaction rather than for public acclaim.

SUGGESTED ACTIVITIES: The teacher divides the class into squads to permit children to perform alone or in small groups, thus enabling them to improve their motor skills and self-image.

Children may evaluate their own progress. For example, they may judge what marks they deserve for their accomplishment in physical education.

OBJECTIVE: To help the pupil grow in applying his ideals to his actions; in displaying honesty and sincerity in his daily relationships; and in learning that sportsmanship, perseverance, courage, and self-control are essential to success.

SUGGESTED ACTIVITIES: Pupils learn, through refereeing or umpiring a game, to make judgments without bias or favoritism.

When playing a visiting team, the members of the home team have an opportunity to practice consideration, courtesy, generosity, unselfishness, and other qualities expected of a host.

PHYSICAL EDUCATION

COURAGE

OBJECTIVE: To help the pupil grow in ability to cope with unrealistic expectations without a sense of personal failure or loss of self-esteem.

SUGGESTED ACTIVITIES: Through serving as scorekeeper or equipment manager, pupils experience success and at the same time learn that everyone cannot be a squad leader or a member of the first team.

By continuing practice in a game in which they possess little skill, pupils may develop the courage to face major obstacles later in life.

OBJECTIVE: To help pupil grow in physical and moral courage.

SUGGESTED ACTIVITIES: A child in the primary grades displays and develops real courage when he first climbs off the ground onto the multiple climbing tree or catches a ball coming toward him.

A child in the middle grades learns courage by performing stunts which demand such skills as jumping over a rope or performing a balancing feat.

A child in the upper grades displays a different kind of courage by performing a dance with a partner or group for an audience.

RESPONSIBILITY

OBJECTIVE: To help the pupil grow in the ability to be self-motivating.

SUGGESTED ACTIVITIES: The teacher administers physical fitness tests to determine in what ways the pupil's fitness can be improved. A pupil learns what activities he should undertake from the results of the tests, accepting the responsibility to work toward continued improvement.

The pupil is encouraged to accept teacher help and to exercise his own judgment in using apparatus, supplies, equipment, and outdoor areas to the best advantage.

JUSTICE

OBJECTIVE: To help the pupil learn, through practice, that justice requires respect for the worth and dignity of every human being and that differences in race, in religion, or in ability to perform some task does not alter that requirement.

PHYSICAL EDUCATION

SUGGESTED ACTIVITIES: Through participation in group games or in fitness tasks and in the evaluation of these activities, pupils learn that individual skill and interests vary and that the low-achiever is entitled to the same respect as a person who excels in the activities.

Through observing a referee or judge, pupils learn the application of justice in activities to which they are emotionally committed and to accept the judgment of such officials with good grace.

REVERENCE

OBJECTIVE: To help the pupil increase his feeling of reverence for life and develop purpose and direction.

SUGGESTED ACTIVITIES: In learning the importance of health and physical fitness, every child has an opportunity to increase his appreciation of his body and to develop a sincere desire to make it the finest mechanism possible.

Through physical activities, every child has an opportunity to observe, experience, and understand the workings and capabilities of his body.

LOVE

OBJECTIVE: To help the pupil develop a sense of fellowship with other human beings and appreciate the warmth and reciprocity of human relationships.

SUGGESTED ACTIVITIES: Through participating in games and physical exercise, pupils develop mutual feelings of courtesy, consideration, respect, and comradeship.

Pupils may, through an overt expression of consideration and concern for another, experience the satisfactions which derive from thinking of and acting for others.

Through physical activities, pupils develop and express in many ways their concern for and admiration of teammates and opponents.

RESPECT FOR LAW AND ORDER

OBJECTIVE: To help the pupil learn to obey and uphold rules and laws, even when unsupervised or unobserved.

SUGGESTED ACTIVITIES: Pupils participate in games in which they develop skills and learn rules, and in which obedience to rules is assumed.

Through participation, pupils learn that there is not only a correct way to play a game, but also that the game is more enjoyable when it is played correctly.

PHYSICAL EDUCATION

OBJECTIVE: To help the pupil understand the viewpoint of persons whose responsibility it is to enforce rules and maintain law and order.

SUGGESTED ACTIVITIES: Pupils are given opportunities to help officiate as referees and umpires during class and inter-group games.

OBJECTIVE: To help the pupil act in a respectful manner toward persons whose responsibility it is to enforce law and order for the benefit of all concerned.

SUGGESTED ACTIVITIES: While playing or watching organized games, pupils are expected to abide by the decisions of the officials who are enforcing the rules to ensure fair play with impartiality.

Literature is first of all for delight, but by reason of its power over the emotions it helps to develop in boys and girls an unconscious sensitivity to the ideas and ideals of their own heritage. The spiritual insight so gained tends to give stability in time of change and perspective at a moment when all values seem fleeting.¹

Both the unique opportunities for character development and the imperative for the teaching of values are emphasized in the reading program.

Although opportunities abound in the basal reader series used in the elementary schools, it is probable that there are greater opportunities for value development when children read books independently. The pupil will more readily assimilate the ideas and ideals which the author may be trying to portray when he is freed of the drill which necessarily accompanies the development of word recognition abilities and other skills for which basal readers are used; when he is using a book at his independent reading level, encountering no vocabulary words which he cannot pronounce; and when he is reading with a sense of accomplishment in materials of his own selection. Under such circumstances, the pupil also will more readily converse with other children about the ideas which he encounters.

Particularly among children in Grades 1, 2, and 3 and low-achieving readers, the teacher should not rely solely upon the pupil's independent reading for the development of values. A story hour should be the highlight of the reading program. Here pupils may rise above their own reading limitations and sample the whole range of literature appropriate to their age and interests.

INTEGRITY

OBJECTIVE: To help the pupil learn to be conscientious and persevering in fulfilling his responsibilities.

SUGGESTED ACTIVITIES: *Grade 2:* The teacher reads "The Monkey's House" in *On Cherry Street* (The Ginn Basic Readers, Grade 1, pp. 104-08). He helps the pupils to recognize the inconsistency between realization of need and failure to act upon it. The children conclude that each individual has a basic responsibility to meet his own needs and those of his family.

Pupils are taught to understand the responsibility of the individual to provide for himself as needs are recognized. They develop criteria which will help them distinguish between "I want" and "I need." The teacher emphasizes that meeting social and financial responsibilities is a fundamental aspect of integrity.

¹Commission on the English Curriculum of the National Council of Teachers of English, *Language Arts for Today's Children* (New York: Appleton-Century-Crofts, 1954), p. 5.

READING

COURAGE

OBJECTIVE: To help pupils understand that fear is a natural emotion and that courage is overcoming fear by acting on principle despite suffering or danger.

SUGGESTED ACTIVITIES: *Grades 5 or 6:* Pupils read "Rider of the Mountain" in *Frontiers to Explore* (American Book Company, pp. 94-103) and discuss (1) the source of Pedro's fear; (2) evidences of some types of courage; and (3) the qualities of character displayed by Pedro as he recognizes his fear and attempts to surmount it. Pupils evaluate the characteristics that Pedro displays as he (1) rides up the trail at night; (2) looks for stray cattle; and (3) saves Carlos' life.

The teacher helps pupils draw a parallel between the kinds of fear and courage demonstrated by Pedro and the kinds which they may feel and exhibit in their own lives. Children also evaluate the roles of Carlos and the other Indian boys when they rejected Pedro because of his fear.

More capable pupils may conduct research into the concepts of courage in various cultures, thus helping the class develop understanding of and respect for peoples and individuals whose actions otherwise might seem puzzling.

RESPONSIBILITY

OBJECTIVE: To help pupils understand that much of living depends upon co-operating and sharing responsibility.

SUGGESTED ACTIVITIES: *Grade 5:* The class reads "The Blizzard," by Laura Ingalls Wilder, in *Enchanted Isles* (California State Department of Education, pp. 220-32). The teacher assists the pupils in developing a background of information to understand this story, which concerns a Dakota community about 1890. Pupils learn about the kind of schools in such communities and the nature of blizzards.

Out of this story may develop an understanding of the need for group cooperation, the wisdom of group decision, and the responsibility of those persons who are strong to care for the weak. The story also may be used to develop concepts of family cooperation and responsibility.

Pupils may discuss Laura's fears for the safety of all the children and her care of her younger sister. The concept of community concern for children is illustrated by Laura's father when he tells the children "We'd have had a posse out looking for you, though we'd have been hunting for a needle in a haystack."

JUSTICE

OBJECTIVE: To help the pupil believe in the equality of all men and "equal and exact justice to all men . . ."

SUGGESTED ACTIVITIES: *Grades 5 and 6:* Individual pupils or small groups read, or the teacher reads to the entire class, *Bartholdi and the Statue of Liberty* (Rand, 1959). Through this biography, children learn how the devotion of one man to the cause of liberty led him to create a major work of art which has been a continuing inspiration to tens of millions of people. The artist has inspired them with the tradition of individual justice which is part of the American heritage.

Class members discuss answers to such questions as the following:

1. Is the fight for individual liberty and justice limited to attorneys and people in government?
2. If all persons have both an obligation and an opportunity to help bring justice to all people, how can the individual of your age recognize the opportunities and fulfill his obligations?
3. Can there be "justice for all" when the law is disobeyed?

REVERENCE

OBJECTIVE: To help pupils learn to be humble in recognizing the vastness and mystery of the universe.

SUGGESTED ACTIVITIES: *Grades 3 and 4:* The teacher reads the poem "Mountains," by Ann Nolan Clark, in *Treat Shop* (California State Department of Education, pp. 186-87) or asks the pupils to read it, if they are capable. Class members then discuss the pictures that the words of the poem create.

Pupils express some of their ideas as they observe the phenomena of nature: the tallness of the mountains; the forces which hold great boulders to the face of the mountains; growing things about them; the rain and snow which water the wild things no man has planted; the sun as it gives light and life; and the many colors in the landscape.

LOVE

OBJECTIVE: To teach that man needs both to love and to be loved, and that the fulfillment of this emotion may be achieved only as the result of personal effort.

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SUGGESTED ACTIVITIES: *Grades 2, 3, and 4:* Depending upon their reading ability, the teacher asks pupils to read "The Puppy Who Wanted a Boy," by Catherine Woolley, in *Treat Shop* (California State Department of Education, pp. 20-26) or reads the story to them. The children then discuss the need which the dog expressed in wishing for a boy; why the dog wanted a boy of his own; and the courage demonstrated by the animal as he sought to fulfill his wish. As the discussion continues, pupils identify the values demonstrated and their application to the lives of boys and girls.

OBJECTIVE: To help pupils learn the importance of withholding judgment regarding other persons and of recognizing the extent of changes which can occur because of help from an understanding (or "loving") individual.

SUGGESTED ACTIVITIES: *Grades 4, 5, and 6:* The Teacher introduces the class to *Crow Boy* (Viking Press, 1956). Through this story, pupils develop an understanding of the concerns of the person who is "different"; knowledge of the feelings endured by those who are rejected; realization of the important role of a sensitive leader; awareness of the changes which occur in attitudes toward people when their problems are understood; and respect for the individual who perseveres in the face of hardship and persecution.

The children discuss the answers to these questions:

1. Why might the boy have hidden himself under the school house?
2. Why might he have chosen to isolate himself from the teacher and other pupils?
3. What should one of the pupils have done in this situation?
4. Why might Chibi have studied the window and the desk top rather than the things occurring within the classroom?
5. What characteristic did Chibi's perfect attendance record illustrate?
6. The story tells that Mr. Isobe "was a friendly man . . ." Do later events prove this to be true? Why?
7. What do Chibi's accomplishments, including his drawings, tell about his interests and experiences?
8. How did Mr. Isobe's love for boys and girls affect the lives of every pupil and particularly that of Chibi?
9. What changes occurred in Chibi's personality during the years covered in the story?
10. What values are illustrated by Mr. Isobe's actions? The earlier and later actions of the pupils? Chibi's refusal to be forced from school by the actions of the

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pupils? His willingness to perform in a hostile atmosphere? His attitude as he started home after selling charcoal?

OBJECTIVE: To help pupils develop compassion for the feelings and needs of other persons; to provide them with an example of an act of selfless courage.

SUGGESTED ACTIVITIES: *Grade 6:* "The Answered Prayer" in *Widening Horizons* (American Book Company, pp. 143-149) is read as an individual or group project. The story is then used to develop certain themes. Among these are: concern for the physical well-being of those we dislike and believe to have mistreated us; the folly of ill-considered action; the change of character and thought which may result from a strong desire to change certain aspects of one's personality; and the meaning of the phrase in the story, "No matter how men drive my body, they cannot govern my soul."

The class discusses why Jackson acted as he did toward Marcus and whether he had a responsibility to determine out of his own experience whether he—a slave—could participate in the games.

Children may also develop answers to the following questions:

1. Was Jason's striking Marcus a reflection of the love they had previously shown each other?
2. Was Marcus the one toward whom Jason should have vented his anger?
3. What was the philosophy expressed by the old slave who befriended Jason?
4. How did Jason evidence his changed character? How had this change been effected?
5. What did the author mean by the lines "Only *he* knew, though, how free he *really* was"?

RESPECT FOR LAW AND ORDER

OBJECTIVE: To help pupils develop an understanding of the fundamental importance of law and order in our society.

SUGGESTED ACTIVITIES: *Grades K-6:* Permit pupils to use a story or book listed in the bibliography to accompany *The Teaching of Values* as the basis for illustrating, dramatizing, or writing about their own responsibilities for the maintenance of law and order. Biographies of famous persons are especially useful as references.

The courage which persons need to support the law even when they are challenged by peers is a topic especially appropriate for pupils in Grades 4, 5, and 6.

SCIENCE

Science touches, influences, and molds the lives of almost every living thing. As pupils investigate problems in this field, they have an opportunity and responsibility to develop and nurture a sense of values which is at least as important as the technological knowledge which they gain.

The specific objectives of the elementary school science program emphasize certain values which pupils may develop. Appreciation, integrity, and reverence grow as children learn how to be curious, persevering, and tolerant of the opinions of others. They also learn to suspend judgment, develop intellectual honesty, recognize cause and effect, accept the concept that knowledge changes, recognize that much is yet to be discovered, and become dedicated to the search for truth. Boys and girls are constantly involved in wondering, questioning, and inquiring about the mysteries and interrelationships of their universe.

The development of science as one of the humanities will continue as long as there exist men with courage, integrity, respect, curiosity, and ability to observe and to investigate new truths. There can be no halt of scientific research while society seeks to keep pace with advancements. Pupils must learn that what science may do *for* men must be subordinate to what science may do *to* men. Material benefits are secondary. What men are as human beings is of greatest importance. Progress in knowledge must be accompanied by growth in values.

Understanding and acceptance of this point of view and its implementation by the teacher will, more than anything else, make science instruction what it can and should be—the opportunity to recognize ourselves as individuals and as responsible members of society.

The following descriptions of learning activities which develop concepts of appreciation, integrity, and reverence identify some of the suggested areas in which teachers may involve pupils in science investigation and discussion. The development of concepts should relate to children's knowledge and help them to understand and appreciate the relation of science to the life of man.

INTEGRITY

OBJECTIVE: To help the pupil grow in courage to stand alone when necessary in support of what he considers right.

SUGGESTED ACTIVITIES:

1. The teacher guides pupils in investigating the effects of varying environmental conditions on plant growth. The class sets up "controlled" experiments by (a) ex-

posing plants of the same species to various extremes of sunlight, water, and temperature and (b) comparing the progress of experimental plants with those grown under normal conditions.

The children observe and compare results over a period of time. In the process, they learn to record data objectively, summarize results, and report findings as observed, whether or not their hypothesis was sustained.

2. The class determines whether the results of experiments support hypotheses. The teacher guides pupils in learning that the study of science requires a person to be (a) open-minded, (b) willing to withhold final judgment until there is sufficient evidence, (c) accurate in reporting results, (d) able to understand that results may differ from what others believe to be true, and (e) intellectually honest.
3. Pupils read reference books and discuss the lives of scientists of the past (Galileo, Pasteur, Copernicus, and others) who have exhibited courage and integrity by supporting their beliefs despite popular opinions at the time.

REVERENCE

OBJECTIVE: To help the pupil learn to appreciate the beauty, structure, and functioning of nature and living things: their variety, their complexity, their adaptability.

SUGGESTED ACTIVITIES: *Grades K-6:*

1. Pupils observe a variety of plants and animals. According to their ability, they define the ways in which the specimens differ in size, shape, structure, covering, and habitat. They compare the life processes of the specimens and describe the kinds of interactions which they have observed between the specimens and their environments.
2. Based upon their direct observations and reference reading, pupils develop an understanding of the way in which the study of science reveals an ordered universe of almost inconceivable variety and yet of simple unity. The teacher guides children in concluding that (a) different subjects in science are merely various aspects of the same whole; (b) all living things carry on similar life processes, and (c) the interrelationships that exist in nature reflect a pattern of order and beauty in the universe.
3. In response to the question "What interrelationships exist between nature and the physical sciences?" pupils may discuss the work of some of the scientists (Luther Burbank, Mendel, and others) who have explored these interrelationships.

SCIENCE

LOVE

OBJECTIVE: To help pupils understand the contributions of scientists to the improvement of our way of life, and to appreciate the responsibility of all men to express their concern for their fellows by working to the best of their ability.

SUGGESTED ACTIVITIES: *Grades K-6:* Pupils may investigate the nature of electrical energy, learning how it can be made to flow through a complete circuit and how it may be converted to other forms of energy, as mechanical and heat.

In conjunction with these experiments, pupils may study the lives of scientists who have studied electrical energy. The class will learn that these men have served society through providing a means of communication which links all nations.

Pupils may read about and discuss the lives of some of the scientists who recently have been Nobel prize winners. Such questions as these may guide discussion:

1. What contribution did each scientist make to the improvement of man's way of life?
2. How have the contributions of Nobel prize winners furthered world peace?
3. How has the work of each of them affected our individual lives?

SOCIAL STUDIES

Children in our elementary schools need the knowledge, skills, and understandings which are developed in such specific disciplines as geography, history, political science, economics, sociology, and anthropology. These social sciences are brought together in elementary school in the social studies program. Basically, the teaching objectives are three-fold: to foster the growth of concepts supported by facts, to build sound attitudes, and to develop useful skills.

Through the social studies program, children acquire the knowledge and develop the understandings and dedication necessary to protect, perpetuate, and contribute to the democratic heritage. The courage and faith of men and women who have provided leadership for our nation are sources of inspiration for young people as they prepare for effective citizenship.

In learning about people of other cultures, pupils gain realistic insight into the problems and concerns of countries throughout the world. They learn about value systems other than their own and are able to hold an open mind regarding these differences. In the process, pupils begin to formulate their own definitions of such words as "respect," "honesty," and "dignity."

Few areas of the curriculum are more challenging to teachers than the social studies in promoting personal values. Realizing that attitudes are "more often caught than taught," the effective teacher provides an environment which is conducive to freedom of expression and to the growth of individuals who use their knowledge to make intelligent decisions. There is a cooperative effort in solving problems, and there is increased evidence of critical thinking. Worthwhile classroom activities and experiences provide opportunities for the teacher to guide children in learning to work together harmoniously, to respect the need for law and order, and to recognize the intrinsic worth of each person's contribution to society.

Thomas Mann said, "Democracy wishes to elevate mankind, to teach it to think, to set it free . . . in a word, it aims at education." Significantly, the purposes of the social studies parallel those of education in general, and even more significantly, the purposes of both are remarkably parallel to the goals of democracy.

INTEGRITY

OBJECTIVES: To show concern about human problems, including those dealing with individuals and groups whom the pupils have not met.

To help pupils recognize that international trade and cooperation depend upon the integrity of individuals and nations as they obey rules and laws which govern such trade.

SOCIAL STUDIES

Global Geography, Economics

SUGGESTED ACTIVITIES: *Grade 6:* The class discusses the reasons why nations should be concerned about the problems of other countries.

Through the use of maps, globes, and atlases, pupils compare the resources of the United States with those of selected other countries. Using a variety of reference reading materials and audio-visual aids, they learn how people in different countries have used their resources.

Using the information collected, the class compares the scientific and technological development of the various countries, and discusses some of the economic interrelationships.

The class discusses the problems which arise when nations violate international agreements. They learn how such acts result in economic losses (as in expropriation of foreign investments or large personal holdings without repayment or restitution) and even war.

The teacher helps pupils to draw parallels between the responsibility of governments and of individuals to live by established rules and laws.

COURAGE

OBJECTIVES: To help the pupil to understand that much daily human activity takes courage and that there is dignity in all constructive endeavor.

To help the pupil to develop the moral courage to stand alone, if necessary, in obeying and supporting both the spirit and the letter of the law.

History, Citizenship

SUGGESTED ACTIVITIES: *Grades 1-6:* Pupils discuss changes that are taking place in the neighborhood, including the arrival and departure of families, and learn how many children in the class are relatively new to the community. Children who have moved from one home to another tell about their experiences and how they adjusted to new homes, new neighborhoods, new schools, and new people.

Children write and illustrate stories about the ways in which they met a new situation. They tell what steps they took and how they were helped in overcoming fears. The teacher guides the class in developing standards for welcoming new children into the school and into the class. Pupils dramatize ways in which to welcome a new child.

Through directed creative writing, the teacher may help pupils to understand that change is inevitable; that it often takes courage to adjust to change; that difficult new situations can be resolved through the efforts of interested, friendly people; and that individuals share responsibility of helping others.

The teacher leads the class in an evaluation of human behavior as pupils study the interrelationships of men in various fields. The pupils recognize and express their own responsibility for maintaining law and order and for supporting other persons who exercise this responsibility. Panel discussions, reports during current events periods, and dramatizations are among the techniques used.

In the primary grades, the teacher may read *The Sugar-Pear Tree* (Crowell, 1961), which tells the story of a family whose home is menaced by freeway construction. He helps children to recognize how the warm relationship between the boy and his grandfather helped the boy adjust to change and to overcome his sorrow at leaving familiar surroundings.

In upper grades, pupils may read *The Lucky Lacey's*, by Helen Miller (Doubleday, 1962), which tells the story of a light-hearted family with an ability to make the best of life's adventures.

RESPONSIBILITY

OBJECTIVES: To help the pupil learn that he has a responsibility to respect individual worth and dignity, including his own, and to respect and value personal and cultural differences; and to help him realize that respect for law is as important as its enforcement and that public respect is a basic means of enforcement.

To help the pupil to avoid equating differences with inferiority.

To guide the pupil to understand that courage is expressed in many ways.

Geography, History, Civics

SUGGESTED ACTIVITIES: *Grades 3 and 4:* Through observation and reference reading, pupils become aware of the different peoples who have contributed to the culture and development of Los Angeles and California.

The class learns about the cultural heritage of the city, and discusses landmarks, activities, and place names which reflect the city's heritage. Children recognize their debt to individuals of varying background.

Pupils view the films *California's Dawn, Part I: The Spanish Explorers* and *Part II: Missions, Ranches, and Americans* to learn about the contributions of various countries to the development of California.

SOCIAL STUDIES

The class discusses the personal commitment and responsibility displayed by the people who came to our country from different lands and how our city, state, and nation reflects the traits of these pioneers.

Pupils also correspond with children in sister cities. They learn about their ways of life, food, clothing, arts and crafts, games, and leisure time and compare them with those of class members. The teacher guides children to understand that there may be differences among cultures but that basic similarities exist between people.

The class views pictures and reads or listens to stories about life in Los Angeles and in Nagoya, Japan, or other sister cities, such as Elath, Israel; and Salvador, Bahia, Brazil.

Pupils discuss contributions of the early leaders of our city and state as they displayed civic responsibility in making the laws under which we are governed. They recognize that all citizens share this heritage of responsibility and that their own lives have been benefited by all who have exercised their civic responsibility.

The teacher helps pupils to develop a recognition of their own responsibility to uphold law and order through personal obedience, support of the attempts of others to obey and enforce the law, and denial of approval or approbation of those who break rules and laws.

JUSTICE

OBJECTIVES: To guide the pupil to understand that law is essential in all societies and that justice is vital to the functioning of our form of government.

To help the pupil to be true to the trust others place in him; to obey and uphold the law, even when unobserved; and to use his freedom with integrity.

Civics

SUGGESTED ACTIVITIES: *Grade 1:* Class members may discuss the universal need for groups to formulate rules for the protection of individuals as well as of the groups themselves.

Pupils tell how they protect the younger members of their families; and, through observing people in the home, school, and neighborhood who also provide protection, develop the understanding that many persons share this responsibility.

Pupils read, tell about, and discuss the services provided by firemen and policemen. Pupils should recognize that firemen and policemen courageously protect others. The class also should consider the risks involved and discuss whether these men have the right to protect themselves in the performance of their duties.

Pupils write and illustrate stories about the freedoms which individuals would lose if there were no laws for policemen to enforce.

SOCIAL STUDIES

Class members consider specific ways in which they might make the work of policemen or firemen more effective.

Pupils write group stories and draw pictures expressing these ideas and appreciation for the services of policemen and firemen. The class may send these materials to the neighborhood police and fire stations.

Pupils learn to evaluate behavior as they go to and from school, work in the classroom, and play on the playground, through standards developed cooperatively.

Pupils assist in planning group and individual activities which will lead class members to understand that other persons need assume less responsibility for the conduct of the individual as he accepts more responsibility for his own actions.

Evaluate the contributions of policemen, firemen, and other officials, appreciating more fully their own responsibilities for maintaining law and order.

REVERENCE

OBJECTIVE: To help pupils experience a depth of feeling engendered through appreciation for the kinship of people, respect for the religious beliefs and symbols manifested in different cultures, and growth in understanding of the basic similarities of people throughout the world.

Geography, History

SUGGESTED ACTIVITIES: *Grade 6:* In studying about Mexico, pupils may prepare a chart or graph to show the different ethnic groups living in the Central Highlands, learning (1) of the religious beliefs which guided them before the Spanish conquest and (2) of the later influence of Roman Catholicism. Through this and related activities, pupils should develop the understanding that there are more likenesses than differences among the peoples of the world and that the cultures of all people, however different they are from that of which the pupil is a part, are worthy of study, understanding, and respect.

Pupils may learn about the gods of the Aztecs, comparing their religious system with that of the Greeks or Romans and with their own. They will discover that the Aztec religion was based on the recognition and fear of natural forces and that rituals were conceived to attract or constrain these forces. They also will learn that religious worship becomes more concerned with ethical standards as a society or culture advances.

LOVE

OBJECTIVES: To help the pupil learn to admire and be grateful for the loving acts of other persons, and to understand that an individual's love activates love in other persons.

SOCIAL STUDIES

History, Citizenship

SUGGESTED ACTIVITIES: *Grades 1-6:* Pupils discuss the different age levels of family members and the roles of adults, adolescents, children, infants, and elderly persons. The teacher asks children to cite examples of the role and contribution of each person in family life. They discuss the responsibilities of older members to younger members and the obligations of younger members to elderly persons in the family.

The teacher helps pupils to recognize older persons as individuals with distinctive personalities, thoughts, feelings, and aspirations who have experienced each stage of maturity.

The teacher may encourage pupils to discuss episodes in the lives of elderly persons which illustrate some worthy trait or act of devotion.

Pupils also may write family histories, illustrating them with pictures that show some of the contributions of family members. These "family albums" may be shared at home with other family members.

The teacher may read to primary children, or ask capable pupils to read for themselves, *A Friend Is Someone Who Likes You* (Harcourt, 1958), or *Love Is a Special Way of Feeling* (Harcourt, 1960). From this activity, children may develop an understanding that there are many ways to show love and that love and friendship must be given as well as received.

The class views films showing warm relationships with family members or friends and discusses parallel situations in the lives of pupils.

LOVE

OBJECTIVES: To help the pupil develop compassion for others; to act selflessly on their behalf; to show concern about human problems, including those which involve persons whom they do not know.

History, Civics

SUGGESTED ACTIVITIES: *Grades 5 and 6:* Pupils discuss the unselfishness of persons who have devoted their lives to the benefit of mankind, such as teachers, missionaries, and doctors.

Pupils find articles about acts of heroism, such as a rescue under hazardous and terrifying conditions. Look for and write about examples of quiet heroism or devotion to duty in the daily lives of people in the local community.

SOCIAL STUDIES

Pupils read stories about people who have devoted their lives to serving others, such as Anne Sullivan, the teacher of Helen Keller. Discuss the selfless service and perseverance of this woman and the courage and persistence of her pupil in learning, despite seemingly insurmountable handicaps.

RESPECT FOR LAW AND ORDER

OBJECTIVE: To help pupils learn that obedience of the law is a matter of self protection and a means of preserving our nation.

SUGGESTED ACTIVITIES: K-2: The teacher may guide pupils in learning why there are traffic lights and stop signs and the reasons for traffic laws. Pupils should discuss the importance of respecting and observing these laws as pupils travel between home and school.

Grade 2: After the class views a film or listens to a story which relates to the transportation of goods, the teacher may ask pupils to discuss the importance of truck drivers obeying traffic signals and laws. As a final phase of this activity, pupils may write individual or group stories on the subject of individual obedience to and support of laws.

The teacher initiates a discussion of the value of pupil helpers, such as play leaders, student council members, library helpers, and milk monitors, to the efficient functioning of the school. After reviewing the functions of pupil helpers, class members may consider this question: "Do pupils follow rules better when they understand them and know why they were made?" Pupils also may learn from such discussions that parents pay for books and other school costs so that pupils may become good citizens.

Grade 3: During the study of the history of Los Angeles, the teacher may lead a discussion regarding the different flags that have flown over the city. Pupils should be helped to learn the meaning of the stars and stripes in the flag of the United States and to understand that the flag symbolizes the common agreement of citizens to uphold and abide by the laws. Parents may be invited to participate in class or school observance of Flag Day. As a part of this activity, pupils may prepare group or individual stories on "What the American Flag Means to Me."

Pupils also may prepare individual or class booklets on flag etiquette, learning why they should respect the flag, what it stands for, and ways in which it may be correctly displayed and honored.¹

OBJECTIVE: To help pupils learn that all citizens need to obey our nation's laws.

¹*American Ideals and Institutions, op. cit.*, pp. 59-68.

SOCIAL STUDIES

SUGGESTED ACTIVITIES: *Grade 1:* Pupils may discuss the work of the postman, fireman, and policeman, interpreting their activities through dramatic representation. The teacher should guide children in evaluating the way in which the performance of their duties contributes to the welfare of the people. Together, pupils and teacher discuss what might happen if government workers were not to abide by the laws established for the protection of everyone. They apply the same ideas of responsibility toward duty and respect for the rights of others to class groups working together for a common purpose, as well as to monitors and game leaders who assume roles of special responsibility and authority.

OBJECTIVE: To help pupils recognize their own responsibility for the development and observance of standards of conduct in the school and community.

SUGGESTED ACTIVITIES: *Grade 3:* In the study of the urban growth of Los Angeles, the teacher helps pupils to recognize that the early settlers joined together in making laws and in assuring that they were enforced. Regulations concerning the use of water and other resources may be used as examples of mutual determination of limits upon personal freedom. Such discussions may be developed further to help pupils recognize that such bodies as the City Council and the State Legislature are in reality extensions of the town meeting and that citizens are obliged to support the regulations and laws established by their representatives.

Grade 4: The teacher uses opportunities during the study of the development of California to teach that early exploration parties were successful because their members fulfilled their responsibilities to the entire group, even though hardship and sacrifice were necessary. Children also may learn that such parties had rigid standards of conduct which every member was required to obey.

Grade 6: During the study of the American Revolution, pupils learn that the leaders of the colonists were not seeking freedom from restraint. The class should learn that these men sought repeal of unjust laws and restraints upon personal action, in the belief that repeal would contribute to the good of all members of their society.

OBJECTIVE: To help pupils learn that all citizens have a responsibility for caring for public and private property.

SUGGESTED ACTIVITIES: *K-2:* The children learn how to sing "America" and to understand that "my country" also refers to the community in which the pupils live. They may discuss the community and the various types of buildings in it. The teacher helps children to understand that some homes belong to the families living in them and that others are rented. A feeling of personal responsibility for the care and conservation of all property should be engendered.

OBJECTIVE: To help pupils learn that respect for law and order begins with good citizenship in the home and school.

SOCIAL STUDIES

SUGGESTED ACTIVITIES: K-2: With the approval of the principal, the teacher invites a fireman or policeman to speak to the class about ways in which the fire and police departments protect children and adults. A discussion of ways in which children contribute to community well-being by being good citizens should be held, emphasizing the importance of observing safety rules, helping others, sharing materials, and taking turns in games and discussions.

Grade 4: The class may discuss and develop standards of conduct to be used during assemblies of various types, in community meetings, and at entertainments. Pupils should learn from this activity that they have a personal responsibility for their own conduct and for disapproving the improper conduct of others.

Grade 5: Pupils compare the rights granted citizens under the early English Charter of the New York Colony with those enumerated in the Bill of Rights. The class may discuss the work of the many people who were involved in establishing these rights and the responsibility of each person to protect them by supporting the laws of our cities, states, and nation.

Grade 6: The teacher helps pupils to conduct research in preparing a report on laws of various countries which relate to the personal conduct of their citizens. Pupils may be helped to conclude that under democratic governments the people themselves must assume great responsibility for their actions.

OBJECTIVE: To help pupils learn that obedience to the law is requisite to good citizenship.

SUGGESTED ACTIVITIES: *Grade 5:* Pupils compare class and school standards with municipal and other laws. The teacher helps pupils to determine how these laws are important in preserving the rights and dignity of citizens. Through participation in service clubs, safety meetings, and student councils, pupils can learn to recognize the need for self-control and its value to successful participation in every group activity. As a final step, pupils may learn that law is not restrictive to the person who values the rights of other persons and who fulfills his own responsibilities as a citizen.

OBJECTIVE: To help pupils learn that respect for law and order should develop from educational opportunity.

SUGGESTED ACTIVITIES: *Grade 3:* A panel discussion can be conducted concerning ways in which education helps a person to become a better citizen. Through reading and discussion, pupils will learn that schools are financed through taxes. They may discuss the mutual responsibilities of the citizens, the home, the community, and the school in developing standards of individual and group behavior and in teaching all persons to obey rules, regulations, and laws.

SECONDARY SCHOOL

Because of the increasing demands and pressures on young people, it is more than ever imperative that the teacher help each pupil formulate personal goals on the basis of sound standards and values. Although the home, the church, and the community initially shape his values, the school must assume its share of responsibility.

Influenced by massive social changes and their impact on traditional institutions, children too frequently lose their eagerness and become doubting and rebellious as they grow into adolescence. They are confused by the values of adults who profess one standard of behavior but who pursue another.

To give meaning to constructive values is a primary task of the classroom teacher. He must be able to identify and utilize opportunities to help pupils develop sound value concepts. Pupils need assistance in learning to discriminate between opportunity and temptation. By consistent effort and individual example, the teacher can help to dispel the atmosphere that "nobody cares and everybody is doing it," a climate in which young people may rationalize that it is permissible to compromise conscience for expediency.

During the adolescent period, the pupil particularly must rely on his sense of values to help solve daily problems. He experiences his first questioning of home ties and authority. He finds his values, ethics, and beliefs being questioned by himself and others. He is confronted daily with the necessity of making decisions. Every day, the classroom teacher can help pupils recognize that proper decisions and successful achievement are inextricably interrelated and that the pupil's decisions are sound to the extent that he builds his life on moral and spiritual values. The young person who has learned to make many minor decisions wisely will be less confused by doubt and fear when he must make important decisions.

Our nation's commitment to the principles of democracy makes personal commitment to the enduring values which undergird our moral standards all the more imperative. The teacher must have faith in these values and the courage not to remain silent when they are disregarded, scoffed at, or attacked. All teachers in all subject fields can point the way, serve as examples, and provide special opportunities for developing values.

Samples of suggested learning activities in business education, English, foreign language, homemaking education, Tenth-Grade Guidance, mathematics, physical education, science, social studies, and the student activities program are described on the following pages. The fields of art, music, and industrial education and health education are covered in the section which begins on page 139.

BUSINESS EDUCATION

Business education classes in junior and senior high schools, whether offered for general or vocational education, are vitally concerned with the growth of moral and spiritual values. In addition to the development of salable skills, it is highly essential that the pupil learns how to get along with other persons, to assume responsibility, and to develop an understanding of business ethics. The business education classroom is an ideal place for pupils to learn and to practice such values as integrity, responsibility, and respect for law. In subjects such as General Business, Typewriting, Office Practice, Salesmanship, and Business Law, teachers can help each pupil to develop these values.

INTEGRITY AND RESPONSIBILITY

General Business

The content and learning activities in General Business provide ample opportunities to help pupils recognize that:

An individual's reputation for honesty and dependability is the most important qualification which he can have to be considered a "good credit risk."

The privilege of using credit is extended to individuals who have a reputation for paying their bills promptly and living within their income.

The chronic borrower possesses undesirable traits.

Wise management of money depends on a person's attitudes and values; savings plans require the ability to work for long-term goals.

A person's signature on any document is important and should stand for integrity and dependability.

Some typical learning activities that help pupils develop sound values are writing checks and making deposits, endorsing checks, learning the procedures for borrowing money and making plans for repaying loans, estimating and planning expenditures, and signing or co-signing sample promissory notes.

In Typewriting, Office Practice, Salesmanship, and other classes which stress performance, pupils learn that the three most essential personal qualities a worker can have are honesty, loyalty, and dependability. Each pupil must learn that he demonstrates a mature concept of honesty and responsibility when he

Refrains from wasting his employer's time and materials.

Is punctual and maintains good attendance.

BUSINESS EDUCATION

Performs to the best of his ability.

Acknowledges errors and strives to improve.

Keeps his promises, assumes his share of responsibilities, and is trustworthy in his relations with other employees.

Typewriting

Typewriting skills can be developed only when the pupil accepts responsibility for learning to become a good typist and a dependable worker. He develops proficiency in using the typewriter properly and in proofreading typed copy to identify errors. He learns to take pride in his work and to use supplies efficiently.

Office Practice

In Office Practice classes, pupils acquire the attitudes and work habits which are basic to efficient performance on the job. Some typical learning activities are using materials and equipment carefully; performing assigned office duties, such as making appointments, taking messages, following instructions, and meeting callers; proofreading typewritten work; checking the accuracy of all calculations.

Salesmanship

In Salesmanship classes, pupils learn the ethics of selling; that sharp practices have no place in today's marketing process; and that reputable business firms will not have on their payroll salesmen who are known to be unscrupulous. Sales demonstrations and role-playing activities help teach pupils to make honest sales presentations and transactions.

Business Law

In Business Law classes, pupils develop an understanding of the rights and obligations of the individual in business transactions. They recognize that there can be no organized society without law and that individual integrity and responsibility are basic to law and order. Some of the learning activities provided through the use of case studies are concerned with the following violations of the law: fraud, duress, undue influence, usury, forgery, breach of warranty, and agreements obstructing justice.

The goals of English courses in junior and senior high schools provide for development of moral and spiritual values. The opportunities to achieve this purpose are numerous. Some examples are:

When speaking and listening, pupils can learn

Honesty and accuracy of statement.

Acceptance of differences in people, in opinions, in solutions to problems.

Acceptance of dissent.

Respect for others' rights in discussion.

Critical thinking regarding others' ideas as well as their own.

Literature can be used with junior and senior high school students to

Depict the use of moral and spiritual values as they affect individual behavior.

Enlarge awareness of values and provide opportunities for making value judgments.

Broaden concepts regarding available choices and decisions.

Influence behavior by involving emotions and imagination.

Develop sympathy for and sensitivity to the problems of other persons.

Encourage the growth of maturity by depicting contrasting behaviors.

Contribute to understanding of the psychological bases of behavior, including the needs and drives, the motives, and the value systems of various persons.

Encourage identification with and imitation of persons whose lives have been ennobled by high purpose.

Stimulate directly an awareness of the deeper realities underlying the material world and the reverence induced by such awareness.

Promote reflection on the meaning and purpose of life.

When writing, pupils can learn

Honesty and accuracy of statement and become more discriminating in recognizing connotations as well as denotations of language.

ENGLISH

The importance of careful, deliberate, critical thought regarding moral problems.

Ways of presenting evidence to support judgments and opinions.

Ways of considering objectively evidence on both sides of a controversial question.

The value of realistic self-analysis as a basis for making decisions on personal problems.

Willingness to accept suggestions for improvement.

Logic, orderliness, and perspective in organization.

The specific learning activities described below indicate in some detail the ways in which pupils think, read, speak, and write about values in English classes.

INTEGRITY

OBJECTIVE: To help the pupil to stand alone in support of what he considers right

GRADE LEVEL: Junior high school

SUGGESTED ACTIVITIES: Pupils read "Columbus" by Joaquin Miller. They think about and then either write about or discuss orally some of the following questions and issues:

What different discouraging fact does the mate call to Columbus' attention in each stanza? From your knowledge of history, explain what helped Columbus resist discouragement. What qualities of character did Columbus display? Support your judgment by quoting from the poem. What is meant by the final words of the poem, "he gave that world its grandest lesson: 'On. Sail on.'"?

Columbus trusted his convictions and persisted despite physical obstacles. Other men have persisted in their endeavors despite moral and mental obstacles, such as ridicule, prejudice, fear of change, or fear of the unknown. Consider such examples as those provided in the lives of Robert Fulton, Ann Hutchinson, Peter Zenger, Andrew Jackson, Susan B. Anthony, General Billy Mitchell, Admiral Hyman Rickover, Jackie Robinson. What different obstacles did they face? What character traits did they possess in common?

In your personal life or in the lives of persons whom you know, what opportunities have there been for standing alone in support of what one considers right? Why is it hard to resist accepting the opinions of others? What is risked by those who do not conform? What can help a person to rely on himself? What can be accomplished in everyday life by people who have the courage to persist in standing alone? What satisfactions are there for such people?

Can you suggest individuals in today's world who can be compared to Columbus in facing and overcoming obstacles?

OBJECTIVE: To help the pupil make a consistent effort to discriminate between right and wrong and to choose the right course of action

GRADE LEVEL: Junior high school

SUGGESTED ACTIVITIES: The teacher presents an unfinished story in which individuals who are of the same age as pupils in the class are faced with a moral choice or dilemma. Each pupil writes his own ending to the story, and the class uses the material as a basis for discussion. Focusing attention on problems of moral concern and stimulating an exchange of ideas open alternatives which are new to some pupils and help them to recognize the many ways in which values affect daily life.

OBJECTIVE: To help the pupil to function with honesty and sincerity in his daily relationships

GRADE LEVEL: Junior high school, Low Index

SUGGESTED ACTIVITIES: Pupils view the film *How Honest Are You?* After a discussion, the teacher asks class members to (1) define the word *honesty* on the basis of information presented in the film; (2) respond to the question, "Is it all right to be just a little honest once in a while?"; and (3) write a paragraph based on the above activities which begins with "A person is honest when. . ."

OBJECTIVE: To help the pupil understand that integrity provides deep personal satisfaction and to maintain his integrity in the face of the success of others through questionable means

GRADE LEVEL: Senior high school

SUGGESTED ACTIVITIES: The teacher makes assignments and introduces such activities as the following:

Discuss the appeal of sports: competitions in skill, strength, speed, strategy; the values of fair play, healthful exercise, team spirit, loyalty, character-building through perseverance in training, respect for opponents, ability to lose gracefully. Discuss the wide-spread growth of spectator interest and professionalism and the increasing number of sports events.

Read E. B. White's "The Decline of Sport, A Preposterous Parable," and reflect upon what the author says and means. Write your reaction in a short paragraph or two. Compare your reactions to those of other pupils.

The teacher helps class members to recognize (1) the characteristics of American fans or the sports themselves which are satirized, (2) the views of the author which are emphasized, (3) and the logical effects of what happened, interpreted literally.

ENGLISH

What is important to the spectators? What is important to the teams? What has happened to the values that sports are supposed to represent? Students discuss why the author wrote as he did, providing evidence to support their answers.

Other areas for discussion include:

A. How can basic values be distorted by the following?

1. Our mania to accumulate records of *any* kind.
2. The increasing strain of trying to do what everyone does in order not to miss anything.
3. The confusing multiplicity of information and means of communication.
4. The mania for speed.

Does success in life depend on beating someone else in competition? What is life really for? To be real, values must be lived daily. What values make sports worth while? How do your actions demonstrate the values which you believe are important?

- B. In true satire, the joke and the moral are inseparable; that is, there must be no "preaching" and no self-pity. Satire must be *inventive*, attacking its subject from a different point of view; it must be *telling*, making its subjects convincing and recognizable, not stereotypes; and it must be *funny*, with that quality in humor that causes readers to improve themselves with laughter. Using these criteria, evaluate White's essay, using specific examples and comparisons.

OBJECTIVE: To help the pupil evaluate himself and his relationships with his world

GRADE LEVEL: Senior high school

SUGGESTED ACTIVITIES: Pupils study the painting "Icarus," by Breughel, and the poem "Musee des Beaux Arts," by W. H. Auden, in which the poet comments on the painting. The teacher leads a discussion based on the answers to such questions as the following:

1. What is "the disaster" Auden refers to?
2. Can you find any evidence other than Breughel's "Icarus" to support Auden's contention that "About suffering they were never wrong, The Old Masters . . ."?
3. What might the artist be suggesting by having the ploughman's eyes looking toward the earth, the shepherd's toward the sky, and the fisherman's toward the sea?

4. What does Auden mean by "the ploughman may/have heard the splash, the forsaken cry/but for him it was not an important failure"?
5. What can you conjecture about the values, attitudes, feelings, and thoughts of the individuals portrayed in the picture?
6. Can you suggest another name for the painting, one that expresses the values it conveys to you?
7. Can you find an example of a painting or a poem that shows man's humanity to man?
8. Do you know of any real-life situations in which persons turned their backs on the needs and sufferings of others?
9. What can we do both to feel and express compassion for others?
10. Can you suggest one thing that someone your age could do to help another in a difficult situation?

COURAGE

OBJECTIVE: To guide the pupil to understand that much daily human activity takes courage and that there is dignity in all constructive endeavor

GRADE LEVEL: Junior high school, Low Index

SUGGESTED ACTIVITIES: Some pupils in the class read the novel *The Kid Comes Back*, by John Tunis. They discuss Roy Tucker's experience with the French underground and his escape from the Germans during World War II.

Afterward, the pupils take the roles of various players on the Dodger team and discuss the season in the clubhouse just after the final game. They should talk about Roy's comeback and how it was made and the way in which his reassignment to third base helped the team. (Adapted from Teacher's Guide, Scholastic Literature Unit, *Courage*, page 107).

The class members may probe Roy's depth of courage by discussing his wartime injury, his operations, his determination to come back as a ballplayer, and his modesty and efforts to help the Dodgers win the pennant.

OBJECTIVE: To guide the pupil to understand that courage expresses itself in various forms: initiative, perseverance, deference, independence, forbearance, renunciation, and adaptability to change

GRADE LEVEL: Senior high school, EMR

ENGLISH

SUGGESTED ACTIVITIES: The teacher conducts a brief class discussion to prepare pupils to recognize qualities in others which they admire. He asks such questions as the following:

Can you name a person you have read about and whom you respect highly?
Tell why. What do you know about Thomas Edison?

The teacher instructs pupils to listen to a short account of Edison's life and to discuss what qualities Edison possessed that they respect.

Class members then read and discuss "The Wizard of Menlo Park" in *Teen-Age Tales, Book 1*. The teacher lists on the chalkboard personal qualities which pupils recognize, asks them to verify their answers with examples from the article, and helps them to analyze which of the qualities help to demonstrate Edison's courage.

The teacher then guides pupils to identify courageous actions in the lives of other persons and in their own experiences.

OBJECTIVE: To help the pupil be courageous in the assumption of responsibility for the direction and meaning of his own life and the development and defense of his own integrity.

GRADE LEVEL: Senior high school

SUGGESTED ACTIVITIES: After class members read H. L. Mencken's "I Became a Reporter," they discuss the courage of the young man described in the story. Here was a youth who had lost his father, had only a high school education, and had to find a job. Pupils can suggest how they might cope with similar situations. The teacher can help pupils to recognize that the author's actions portrayed Mencken as an example of courage, faith, and determination that can help them face their own difficulties.

OBJECTIVE: To help the pupil face failure, make a conscious effort to learn this experience, and continue his efforts to succeed.

GRADE LEVEL: Senior high school

SUGGESTED ACTIVITIES: Pupils read "Going to Run All Night," by Harry Sylvester. Afterward, the teacher asks such questions as the following: Did you expect Nilson to be successful? Why? Is his achievement believable, or merely a storybook happy ending? Why?

Class members describe the physical stages Nilson passed through during his run and note how he used past experience to advantage in making decisions. They answer such questions as the following:

Through what mental stages did he pass? What did the two sergeants think would happen to him? Why did *they* go back?

Why was Nilson a hopeless choice to perform a hopeless task? What kept him going? Was it obedience, fear, or desire? What is the meaning of "It is important to all men . . . to see an end"? What, at last, meant most to Nilson? Why?

What are the values of keeping physically fit? What were the values which helped Nilson overcome his sense of failure? Should a person continue participation in a sport when he is repeatedly outclassed? Would repeated failure develop a sense of inferiority or "build character"?

OBJECTIVE: To help the pupil be forthright in expressing his concern for the functioning of values in his own life and in society

GRADE LEVEL: Senior high school

SUGGESTED ACTIVITIES: Pupils read a few issues of *The Spectator*, by Addison and Steele. They think about the content and then write about or discuss orally answers to some of the following questions:

1. What were the values of the society about which Addison and Steele wrote?
2. What were the values of Addison and Steele?
3. For what values do they express concern?
4. What do you think their purpose was in publishing *The Spectator*?
5. What was their method?
6. What kinds of psychology did they use in trying to change people's behavior?
7. What do you think the results of their endeavors might have been? To make people more aware of themselves and their values? To offend people? To give people something to laugh at? To produce some other result?
8. What is said about "the ordinary people" in *The Spectator*, No. 112 (Monday, July 9, 1711)? Compare this description with the portrayal of "ordinary people" in the writings of recent authors.

Working in pairs, pupils create a *Spectator*-type sheet which reflects their concerns about current moral issues. They also express one of their moral concerns by writing an editorial or drawing a cartoon.

ENGLISH

JUSTICE

OBJECTIVE: To help the pupil learn to judge people and evaluate issues by analysis rather than by stereotypic thinking

GRADE LEVEL: Junior high school

SUGGESTED ACTIVITIES: The teacher leads a discussion in which pupils use their real-life experiences or their knowledge of literature (including stories which have been portrayed on television) to point out the falsity of labeling. Some examples of stereotypes that might be discussed are flat-footed cop, hot-tempered redhead, slow-witted football player, "dumb" blonde, crooked politician, and absent-minded professor, as well as stereotypic names for groups, nations, races, religions, or political parties. The teacher can lead pupils to recognize the importance of forming judgments on the basis of facts, not on emotion-laden words.

OBJECTIVE: To help the pupil understand that justice requires responsibility and courage

GRADE LEVEL: Senior high school

SUGGESTED ACTIVITIES: The class studies "Twelve Angry Men," a play by Reginald Rose.

1. After the reading of Act I, pupils discuss the interpretation of the facts of the case by Jurors Two and Eight and the testimony of Juror Three as supported by the Foreman and Juror Four. The teacher asks the class members how they would, as jurors, vote on the second ballot. The vote is recorded, and individual students cite the evidence on which they based their decisions.
2. After reading Act II, pupils find passages to illustrate which comments are based on fact and which on personal feelings. They detect contradictions in Juror Three's statements. The class tries to decide how each juror will vote now.
3. After reading Act III, pupils discuss answers to the question: "Was Juror Three pressured into agreement with the majority?"
4. Pupils write brief essays in which they cite passages to support answers to the question: "Did the jury prove that the defendant was not guilty?" Some of the papers are read aloud, and class members discuss the moral responsibility of each juror as depicted in the conflict.

OBJECTIVE: To help the pupil respect differences and value the diversity of cultures as enriching himself, his nation, his world; and to help the pupil judge people on their individual qualities rather than on stereotypic thinking

GRADE LEVEL: Senior high school

SUGGESTED ACTIVITIES: In conjunction with the study of William Saroyan's *The Human Comedy*, the teacher may assign such activities as the following:

1. Saroyan has given the following advice to young writers: "Look at the world; look at people. Listen to the world; listen to people. The most magnificent things are found in the most ordinary people and events."

Can you tell from this quotation whether or not Saroyan values people? Does the punctuation tell you anything about Saroyan's point of view? What does "looking at" have to do with writing? What does the word *ordinary* mean to you? What are "ordinary people"? Are there any ordinary people by your definition? Are ordinary people ordinary in all things? As you come to know individuals closely, do they seem more, or less, ordinary in your eyes? As other persons become better acquainted with you, do you think that they consider you to be more, or less, ordinary?

2. At one school, each pupil was asked at the beginning of the semester to write a composition about the person on campus that he liked the least and to be specific about the qualities that he disliked. He was then assigned the task of trying to become better acquainted with that person. At the end of six weeks, each pupil wrote another composition expressing his present feeling about the individual and the reasons for his point of view.

Although the papers were not read by other class members, the teacher tabulated changes in point of view and learned that only one pupil still disliked the person he had written about early in the semester. Try to explain the reasons for these results. Do you think the change in attitude would be the exception or the rule in similar experiments? What precautions should a class take to prevent undesirable effects if it undertook a similar experiment? What might be done by the students or the teacher to assure desirable effects?

RESPONSIBILITY

OBJECTIVE: To help the pupil grow in ability to think critically, independently, and creatively about personal and public problems

GRADE LEVEL: Junior and senior high school, EMR

SUGGESTED ACTIVITIES: The teacher (with help from pupils, if feasible) dramatizes situations in which a pupil receives direction from a parent, a playground director, a police officer, or a teacher. Pupils tell how they would respond, and the class evaluates each response. The teacher uses situations such as the following:

1. A parent directs a girl to do the housework on Saturday when she had other plans for the day. The girl . . .

ENGLISH

2. A boy asks his father for \$2 to go to the "movies." His father, who is worried about holding his job and paying the monthly bills, curtly refuses the request. The boy . . .
3. A pupil is walking to school with a group of friends. He arrives at a street corner as the traffic light changes. The pupil, who is talking excitedly and fails to observe that the signal is red, starts to cross the street. The traffic officer loudly directs his attention to the light and commands him to return to the curb. The pupil realizes that the officer is correct but is embarrassed that his friends have witnessed the reprimand. The pupil . . .

OBJECTIVE: To guide the pupil to understand that every person has the responsibility to use his skills, talents, and other abilities for the benefit of mankind

GRADE LEVEL: Senior high school

SUGGESTED ACTIVITIES: Pupils read Tennyson's "Ulysses" and then reflect upon the afterlife of a hero. The teacher focuses attention on such questions and activities as the following:

1. Recall what you know of the story of Ulysses. Discuss the situation and what Ulysses intends to do. Re-read the poem aloud. Characterize Ulysses in a brief paragraph. Discuss characterizations, with specific references to the poem. What does Ulysses symbolize? What way of life does the poet encourage? Find as many evidences as you can that Ulysses' desire to travel represents something more than mere wanderlust or desire of adventure. Interpret lines: "yet all experience is an arch . . .," "How dull it is to pause, to make an end—to rust unburnished, not shine in use."
2. Compare Ulysses' aims with those of famous persons you know about who have begun new careers to continue serving humanity. Examples include Albert Schweitzer, Winston Churchill, Woodrow Wilson, Eleanor Roosevelt, Helen Keller.

OBJECTIVE: To help the pupil strive consistently for excellence of workmanship

GRADE LEVEL: Senior high school

SUGGESTED ACTIVITIES: Pupils read Galsworthy's "Quality." The teacher asks them to relate the story to their own values by reacting to the following:

1. What qualities did Gessler have that you would like to have? That you are glad you do not have? That you think Gessler preferred not to have?
2. Can you identify with Gessler through having achieved good craftsmanship, artistry, or excellence in something?

3. What is the position of the craftsman in today's world?
4. Analyze several advertisements emphasizing the quality or excellence of their products. With what do the quality and excellence deal? Do any involve the use of individual craftsmanship?
5. Do the advertisements reflect the values of the manufacturer, the worker, the consumer, or society?
6. What kind of man do you think Gessler was? Use quotations to support your answer, and categorize them in terms of values, attitudes, or actions.
7. Does Galsworthy present anything that seems inconsistent with the character of Gessler? If so, what? How might the author justify its inclusion?
8. What was Galsworthy really troubled about, judging from his story?
9. What are the meanings of such words as the following?

art

artisan

commitment

craftsmanship

excellence

quality

REVERENCE

OBJECTIVE: To help pupil to marvel at the beauty, structure, and functioning of nature: its variety, its complexity, its adaptability

GRADE LEVELS: Junior and senior high schools

SUGGESTED ACTIVITIES: Pupils read several of the following selections and then think about and write about or discuss orally answers to some of the questions at the ends of the selections.

Junior High School

"Black Snake's Operation," by Jesse Stuart

"Ant Lore," by Edwin Teale

"The Spider," by Robert Tristram Coffin

"A Bird Came Down the Walk," by Emily Dickinson

ENGLISH

"Four Little Foxes," by Lew Sarett
"Green Escape," by Joseph Auslander
"White Lady Finds Her Wings," by Leonard Dubkin
"Something Told the Wild Geese," by Rachel Field
"Miracles," by Walt Whitman
"Stopping by the Woods," by Robert Frost
"Trees," by Nancy Byrd Turner
"A Half Century of Miracles," by Waldemar Kaempffert
"God's World," by Edna St. Vincent Millay
"Velvet Shoes," by Elinor Wylie
"Fog," by Carl Sandburg
Psalm 19, from the Bible
"Sunset and Sunrise," by Emily Dickinson
"A Net to Snare the Moonlight," by Vachel Lindsay
"Composed Upon Westminster Bridge," by William Wordsworth
"The Creation," by James Weldon Johnson

Senior High School

"Ant Lore," by Edwin Teale
"The Spider," by Robert Tristram Coffin
"A Bird Came Down the Walk," by Emily Dickinson
"Four Little Foxes," by Lew Sarett
"Stopping by Woods," by Robert Frost
"Trees," by Nancy Byrd Turner
"A Half Century of Miracles," by Waldemar Kaempffert
"God's World," by Edna St. Vincent Millay
"Velvet Shoes," by Elinor Wylie
Psalm 19, from the Bible
"Sunset and Sunrise," by Emily Dickinson
"Sonnet Composed Upon Westminster Bridge," by William Wordsworth
"The Creation," by James Weldon Johnson
"On the Beach at Night," by Walt Whitman
"Credo" and "The Children of the Night," by Edward Arlington Robinson
"Renascence," by Edna St. Vincent Millay
Prologue of "In Memoriam," by Alfred Tennyson
"Death, Be Not Proud," by John Donne
"I Think Continually of Those," by Stephen Spender
"The Fish," by Elizabeth Bishop

Spiritual feelings take different forms and are stimulated by different situations. The above selections, although varied, all have a spiritual element. When reading each selection, pupils consider answers to some of the following questions:

What emotions did the writer feel? What did he see, hear, or smell to cause such emotion? What else (in addition to sights, sounds, and odors) helped to create emotion in the writer? What subtle, hard-to-explain mood or atmosphere

did the writer feel? Which different things and events in nature stimulated in the writer a feeling of reverence? Which emotions combine to form the emotion called reverence?

Which selections cause the reader to be inspired by the marvels of nature? Which showed the complexity of living creatures? Which showed how animals are fitted to their environment? In what ways do the authors show their appreciation of the miracle of life? Their perception of the deeper realities which underlie observable natural facts? Their feelings of awe about the creative intelligence behind the complex functioning of living creatures?

What meaning or significance or lesson did some writers derive from their experiences with nature? What comments about life or the universe did they make? Which religious conclusions did they state or hint at?

In general, what things or events have caused the authors to develop a feeling of reverence?

OBJECTIVE: To guide the pupil to understand that man develops reverence as he seeks to comprehend his relationship to the universe

GRADE LEVEL: Junior high school

SUGGESTED ACTIVITIES: After reading Carl Sandburg's "Prayers of Steel," pupils think and then either write about or discuss orally answers to some of the following questions:

The steel prays to be permitted to perform two kinds of services. What services might a man perform that are similar to "prying loose old walls" or "lifting and loosening old foundations?" What might he do that is similar to "holding a skyscraper together?" What jobs might make a person feel an important part of the world's work, a needed member of the human race? What services might a person perform in his personal life (not on the job) to make him feel that he has contributed to humanity? Try to think of the everyday work and service of most people, not just of unusual tasks. Cite examples from the lives of persons whom you have read about or have known personally to illustrate services that reflect their reverence for humanity and its Creator.

OBJECTIVE: To help the pupil develop a feeling of reverence for the creativity of man and to appreciate the many ways in which creativity is expressed

GRADE LEVEL: Senior high school

SUGGESTED ACTIVITIES: Pupils read Stephen Spender's "I Think Continually of Those Who Were Truly Great" and discuss answers to such questions as the following:

ENGLISH

What are the usual connotations of "great"? Whom does Spender regard as the "truly great"? Which lines describe greatness and what qualities do they imply? What is the "soul's history . . . endless and singing"? What are "the delight of the blood" and "The fire's center that they wore at their hearts"? Why was this poem so effective when read to the American people on the day after President Kennedy's assassination? What prevents most men from being truly great?

Compare this poem in theme and imagery with Edith Sitwell's "Praise the Great Men."

LOVE

OBJECTIVE: To help the pupil to identify various characteristics of compassion for other persons by developing their vocabularies

GRADE LEVEL: Junior and senior high school

SUGGESTED ACTIVITIES: Each pupil writes about an actual or a fictional incident involving compassion. As the selections are read to the class, the teacher writes on the chalkboard words pupils have used to discuss compassion. The teacher may wish to add some of the following:

accord	forbearance	mercy
commiseration	forgiveness	pity
clemency	grace	rapproch
condolence	gentleness	response
concord	generosity	sympathy
congeniality	humanity	tenderness
compatibility	harmony	understanding
empathy	leniency	
feeling	magnanimity	

The teacher then asks pupils to define the words on the chalkboard, to distinguish between their meanings, and to suggest synonyms and antonyms.

Each pupil then rewrites the description which he prepared and attempts to use terms more accurately.

OBJECTIVE: To help the pupil develop compassion for the feelings and needs of other persons and to act unselfishly

GRADE LEVEL: Junior high school, Low Index

SUGGESTED ACTIVITIES: During campus drives for the United Crusade or other purposes, the teacher asks class members to describe some of the individuals who receive help as a result of contributions. Pupils discuss why people sometimes are not able to provide for their own needs. Class members tell of persons whom they have known or have read about who have needed such help. They describe how they feel about such persons.

The teacher leads a discussion concerning the reasons for contributing to organizations or school-supported campaigns that help individuals in the community. The teacher writes the names of some of the community organizations and agencies on the chalkboard. Some of the pupils report orally on the work of the organizations and agencies. Using the ideas presented during class discussion, pupils who enjoy doing art work draw posters or cartoons that appeal for contributions. Other pupils write letters to friends indicating the reasons why they have made contributions. The best posters, cartoons, and letters are placed on the bulletin board.

OBJECTIVE: To help the pupil learn the value of acting unselfishly

GRADE LEVEL: Senior high school, EMR

SUGGESTED ACTIVITIES: Pupils read "Half a Gift" in *Reader's Digest Reading Skill Builders, Grade 4, Part Two*. They then discuss the practice of selecting gifts for mothers on Mother's Day. The teacher asks pupils to explain why they consider certain gifts to be worthwhile. The teacher stimulates pupils to think about the different ways in which the story illustrates family relationships. Pupils then evaluate:

- Nick's probable reasons for giving the gift
- Mother's reactions to it
- Dad's actions
- The storyteller's understanding and action

Pupils point out examples of selfless action in the story and compare them with actual situations which they have experienced or heard or read about.

OBJECTIVE: To help the pupil develop compassion for the feelings and needs of other persons

GRADE LEVEL: Senior high school

SUGGESTED ACTIVITIES: Pupils read Dostoevsky's "The Thief." The teacher asks pupils to discuss answers to the following questions:

- How do you feel toward Emelian and Astafi Ivanovich? How does the rambling, conversational style of the author add to the effect produced upon the reader?
- Review the story for examples of details that (1) make clear the social and financial status of the characters and (2) build vividly the changing attitude of Astafi Ivanovich toward Emelian.

Why did Dostoevsky tell this story within a story? Re-read the first three pages. How does the tone differ from the effect of the story that Astafi tells? Contrast the speaker with Astafi, "a man who had seen too much of life," who "worried much over trifles." Each has accepted a lodger for whom there is actually no space, and each has an article of clothing stolen from him. Why are the two stories different?

ENGLISH

LOVE AND JUSTICE

OBJECTIVE: To help the pupil learn to be fair and humane in his daily relationships and to show consideration and compassion for others

GRADE LEVEL: Senior high school

SUGGESTED ACTIVITIES: "The Bishop's Candlesticks," introducing Victor Hugo's novel *Les Miserables*, is a story that has become famous not so much for its plot as for its theme. The idea behind the story radiates power. To lead pupils to understand the theme, the teacher:

1. Decides upon the insights concerning ethical (and aesthetic) values that the novel should be able to communicate to the particular pupils who are to read it. In the meeting of two strong characters, the values of love and revenge and of justice and injustice conflict. These values underlie attitudes and dictate the action.
2. Prepares questions which will lead pupils to recognize the application of these values. The teacher asks such questions as the following:

In dealing with a man like Jean Valjean, do you think that force is preferable to kindness? Why do you think Jean Valjean stole the silver plate? What lies back of the Bishop's remark, "You need not have told me who you were"? When people have been wronged, they sometimes think in terms of revenge. What is the author trying to tell you in this story? What seems to be the basic idea?
3. Prepares a tentative schedule for discussions.
4. Considers means of evaluating the outcomes of learning activities.

Selects aspects of the author's perceptions about human experience that will be most meaningful to pupils and tests to determine whether class members have perceived moral implications of the conflict. Asks students to evaluate both the ethics governing the behavior of the characters and the ideas dramatized by the action and to identify statements by the characters which illustrate faulty thinking.
5. Considers possibilities of composition assignments growing out of aspects of the study.

In devising questions to serve various purposes, the teacher keeps in mind not only that he is developing understandings regarding fiction but also that he is helping pupils to gain greater power over language as an instrument of clear and imaginative thinking. Pupils can develop the ability to:

- Grasp quickly the nature and scope of a question.
- Recognize the kind of answer required.
- Identify the source from which the answer must come.

LOVE, RESPONSIBILITY, JUSTICE, COURAGE

OBJECTIVE: To guide the pupil in understanding that justice requires responsibility and courage and that love tempers justice

GRADE LEVEL: Senior high school

SUGGESTED ACTIVITIES: In James Street's story, "Weep No More, My Lady," the ethical problem is depicted clearly. The boy's conscience says: "Yes, but you remember one thing more than all the rest." Your Uncle Jesse said, "Certain things are right and certain things are wrong . . . And nothing ain't gonna ever change that. When you learn that, then you're fit'n to be a man."

The issue presented in the story, however, does not involve honesty alone, or the return of a lost dog to its rightful owner. Other values are involved, such as love, responsibility, self-respect, and courage.

From reading "Weep No More, My Lady" and similar stories and analyzing their own experiences, pupils clarify and organize their knowledge by discussing, orally or in writing, such concepts as the following:

1. Everyone has values, things that he thinks worthwhile. (Skeeter's love for the dog enabled him to train her as a hunter.)
2. Not all these values have the same importance; some rank higher than others. (Honesty and the responsibility to do right outweighed Skeeter's and the dog's love for each other.)
3. The importance of a certain value differs with individuals. (Cash would not have blamed the boy for keeping the dog, since he loved her so much).
4. Values are always concerned with self. The child at first is determined to satisfy his immediate wants. As he develops intellectual and emotional maturity, he is able to forego immediate satisfaction in the hope of attaining a long-term goal; he is able to give up something which benefits only himself in favor of something which will benefit others.
5. Not even adult values remain static; they are discarded or grow stronger or weaker with individual experience. (When, after his struggle with himself, Skeeter decides to give up the dog he loved and trained, "She's too good for the swamp," his uncle realizes he must give up the boy he has loved and brought up to the town and the school. "I reckon you're too good for the swamp, too.")
6. Values function in a somewhat circular way. They influence decisions; in turn, satisfaction or dissatisfaction with the results of a decision may strengthen or weaken the power of the values that dictated them. (The sacrifice each made strengthened their love for each other and their own self-respect.)

ENGLISH

7. A conflict always involves two or more values. The individual resolves each conflict by choosing the solution which produces for him the greatest satisfaction at the moment.

INTERRELATED VALUES

RESPONSIBILITY

OBJECTIVE: To help the pupil learn to contribute to the well-being of those in need

JUSTICE

OBJECTIVE: To guide the pupil in understanding that our concept of justice must include concern for all people; to help him learn to be humane in his daily relationships and to show compassion for others

REVERENCE

OBJECTIVE: To help the pupil develop a feeling of reverence for life

LOVE

OBJECTIVE: To help the pupil learn to act selflessly on behalf of others and to show concern about human problems, including those dealing with individuals and groups beyond his acquaintance

COURAGE

OBJECTIVE: To guide the pupil in understanding that many daily tasks take courage

INTEGRITY

OBJECTIVE: To help the pupil evaluate himself and his relationships with his world

GRADE LEVEL: Senior high school

SUGGESTED ACTIVITIES: Pupils study the painting "Icarus," by Breughel, and the poem "Musee des Beaux Arts," by W. H. Auden, in which the poet comments on the painting. The teacher leads a discussion based on the answers to such questions as the following:

1. What is "the disaster" Auden refers to?
2. Can you find any evidence other than Breughel's "Icarus" to support Auden's contention that "About suffering they were never wrong, The Old Masters . . .?"
3. What might the artist be suggesting by having the ploughman's eyes looking toward the earth, the shepherd's toward the sky, and the fisherman's toward the sea?
4. What does Auden mean by "the ploughman may/have heard the splash, the forsaken cry/but for him it was not an important failure"?
5. What can you conjecture about the values, attitudes, feelings, and thoughts of the individuals portrayed in the picture?
6. Can you suggest another name for the painting, one that expresses the values it conveys to you?
7. Can you find an example of a painting or a poem that shows man's humanity to man?
8. Do you know of any real-life situations in which persons turned their backs on the needs and sufferings of others?
9. What can we do both to feel and express compassion for others?
10. Can you suggest one thing that someone your age could do to help another in a difficult situation?

FOREIGN LANGUAGE

When we use our neighbor's language to communicate with him, we not only have a more direct and effective understanding, but we prove to him in the most convincing way that we wish to be a good neighbor, that we want to meet him halfway.¹

The study of a foreign language contributes to the development of values in many ways. When pupils begin to learn a second language, they cannot understand nor express themselves well enough to discuss values. Yet, at this stage, when sustained and sometimes even tedious effort is so necessary to accomplishment, pupils can learn to appreciate the importance of such values as courage, integrity, and responsibility.

In advanced courses, it is possible for pupils to discuss such values as love, courage, reverence, and justice as these are depicted in literature.

COURAGE

OBJECTIVE: To help the pupil exercise and appreciate courage in the pursuit of long-term goals.

GRADE LEVEL: First-year foreign language

SUGGESTED ACTIVITIES: Although day-to-day classroom work offers many satisfactions and rewards, many benefits of foreign language learning are achieved only after a great deal of practice and study. Willingness to continue working for delayed rewards despite occasional discouragement is inherent in effective language learning. The teacher can help pupils to appreciate the need for and effectiveness of applying courage to their language learning by asking them to perform easily exercises or dialogues that were once difficult. The progress illustrates the value of sustained and courageous effort.

INTEGRITY

OBJECTIVE: To help the pupil understand that integrity involves being true to oneself as well as to others.

GRADE LEVEL: First- and second-year foreign language

SUGGESTED ACTIVITIES: Frequently, pupils perform class or homework exercises without direct teacher supervision. In such cases the responses which the pupils are expected to make are supplied in the exercises themselves. Therefore, class members determine their own responses before referring to the answers.

¹Stephen A. Freeman, "Modern Languages for a Changing World," *Curricular Change in the Foreign Languages*, Colloquium on Curricular Change: Foreign Languages, 1963, Skytop, Pa. (College Entrance Examination Board, 1963), p. 10.

FOREIGN LANGUAGE

To illustrate the importance of integrity in completing such assignments, the teacher points out that pupils are really entirely on their own and emphasizes that pupils only cheat themselves if they are dishonest.

LOVE

OBJECTIVE: To help the pupil develop a feeling of fellowship with peoples of other lands.

GRADE LEVEL: Spanish 7 and 8

SUGGESTED ACTIVITIES: Pupils read the short story "El Padre," by Olegario Lazo Baeza, which appears in *Cuentos Criollos*. Half the class members imagine themselves to be "el padre," and the others prepare questions which lead to a deeper understanding of the motives, feelings, and the character of the protagonist in this story.

OBJECTIVE: To help the pupil appreciate that one of the characteristics of love may be unselfishness.

GRADE LEVEL: French 7 and 8

SUGGESTED ACTIVITIES: Pupils read *Cyrano de Bergerac*, the five-act play by Edmund Rostand. Discussion of the play includes consideration of Cyrano's loyalty toward his friends and his unselfish expression of love for Roxanne. Pupils are asked to imagine themselves to be a friend of Cyrano's and to write a letter to Roxanne in which the friend discusses the unselfish character of Cyrano's love for her.

RESPONSIBILITY

OBJECTIVE: To help pupil develop sensitivity to the problem of choosing between satisfying one's personal desires and fulfilling one's responsibilities to society.

GRADE LEVEL: German 7 and 8

SUGGESTED ACTIVITIES: Pupils read the short story "Erinnerungen eines jungen Königs" by Heinrich Boll, which appears in *Heiteres und Ernstes*. They prepare themselves for the role of defense or prosecuting attorney in a trial before an imagined "Supreme Court of the Land of Capota." Each pupil writes a brief which attempts to defend or attack the conduct of the young king. In a mock trial before the class as Supreme Court judges, two (or more) pupils present the case as defense and prosecuting attorneys. After presentation of evidence and argument, the judges discuss the arguments by the "attorneys." They then write a judgment in which they support their decision with a brief argument.

HOMEMAKING EDUCATION

Teaching values which strengthen family living is a major purpose of homemaking education. The use of informal groups in homemaking classes helps to focus attention on this aspect of the instructional program. Pupils are helped to understand the meaning and importance of moral values; to develop the desire to put them into practice; and to assume some responsibility for setting high standards of group conduct.

INTEGRITY AND RESPONSIBILITY

OBJECTIVE: To help the pupil understand that integrity and responsibility are essential to trustworthiness and harmonious human relations.

SUBJECT: Homemaking 1, 2, B7-A7

SUGGESTED ACTIVITIES: Pupils learn to define integrity and to distinguish between honest and dishonest behavior in such classroom activities as sharing in the preparation and evaluation of a meal; exercising respect for the personal property of others; and using and returning class supplies and equipment.

Pupils learn to fulfill responsibilities as trustworthy class or family members by developing guidelines related to orderliness, careful planning, and making and keeping agreements.

Through role playing or open-end stories concerned with the family budget and money problems, pupils develop respect, honesty, and cooperation in their relations with other family members.

Pupils learn that the family provides the setting for establishing patterns of integrity. They may be asked to observe ways in which parents help their children develop integrity in shopping centers and other public places.

OBJECTIVE: To help the pupils accept their responsibilities as homemakers by increasing their understanding of family needs and developing some of the skills and abilities required in family living.

SUBJECT: Senior Homemaking, B12-A12

SUGGESTED ACTIVITIES: Pupils develop "Golden Rules" for the good family member or homemaker. They learn to recognize causes of family conflict and marital failure and to identify attitudes and responsibilities that are essential to successful family living.

Pupils learn to use financial resources and credit wisely by developing family budgets. They learn the relationship between standards of living and family spending; to make decisions regarding money management; and to develop a practical budget based on patience, self-control, and willingness to keep records and work toward long-term goals.

HOMEMAKING EDUCATION

COURAGE

OBJECTIVE: To help the pupil understand that many daily tasks require courage; there is dignity in all constructive endeavor; and courage may express itself in such form as initiative, perseverance, deference, independence, forbearance, renunciation, and adaptability to change.

SUBJECTS: Homemaking subjects, Grades 7-12

SUGGESTED ACTIVITIES: For a *clothing and textiles* project, pupils plan and construct a minimum wardrobe by limiting choices of materials to low-cost fabrics, fabrics on hand, and garments which can be repaired or restyled. Pupils learn that courage and skill are needed to limit or adapt one's wardrobe to meet the requirements of a family's income.

For a *housing and equipment* project, pupils plan a rearrangement of a bedroom to be shared with a sister and to provide room for study. They plan use of living room furniture to provide privacy for study. They learn that courage and resourcefulness are assets in adapting to crowded or minimum housing conditions and to develop creative plans which are practical in terms of family resources, convenience, and comfort.

JUSTICE

OBJECTIVE: To help the pupil learn to be fair and humane in daily relationships and to show compassion for others; to judge persons on thoughtful analysis of personal qualities rather than on the basis of stereotypic thinking; to base judgment on thorough and objective study of facts; to avoid equating differences with inferiority.

SUBJECTS: Homemaking 2, B7-A7; Family and Personal Arts, B9-A9; Clothing and Personal Development, B10-A10; Home Living, B12-A12; Senior Homemaking, B12-A12

SUGGESTED ACTIVITIES: Pupils learn to exercise justice in reacting to and resolving conflicts which arise in interpersonal relationships in the family, school, and community.

The teacher selects a hypothetical case involving a conflict which is related to the daily experiences of pupils. Working in committees, pupils study selected references on human behavior and give honest and thorough consideration to all factors influencing behavior of the individuals involved in the case study.

HOMEMAKING EDUCATION

REVERENCE

OBJECTIVE: To help the pupil develop a feeling of reverence for life and a sense of direction and purpose.

SUBJECTS: Child Care and Family Health, A11-A12; Home Living, B12-A12; Senior Homemaking, B12-A12

SUGGESTED ACTIVITIES: Pupils study family experiences, customs, and traditions which involve attitudes of reverence. They use for reference musical compositions, literature selections, historical and anthropological studies, and family anecdotes. Pupils consider the effect of religious faith and family rituals on family stability.

LOVE

OBJECTIVE: To help the pupil understand that love is a creative, motivating force for good and that man needs both to love and to be loved.

SUBJECT: Child Care and Guidance, A11-A12

SUGGESTED ACTIVITIES: Pupils study and discuss the effect of family love and affection on the development of a child. They learn to identify love as representative of strength, gentleness, affection, compassion, and unselfishness.

Pupils visit a Child Care Center or play group to observe evidence of love as revealed in the teacher's firm but gentle use of disciplinary techniques.

The teacher introduces open-end stories to illustrate that permissiveness is not always an indication of love.

TENTH-GRADE GUIDANCE

A part of the required curriculum in the senior high school, Tenth-Grade Guidance is specifically planned to help pupils achieve their maximum from high school education and to make wise personal, educational, and vocational choices. As they are helped to develop the values of integrity, courage, and responsibility, pupils mature in their ability to make wise choices and to recognize and accept the responsibilities which accompany maturity.

The following are examples of learning activities adapted from the *Tenth-Grade Guidance Instructional Guide* to illustrate how pupils are assisted in developing values.

The teacher:

Evaluates with pupils the accuracy of the following statement:

The individual's ability to recognize his problems, consider possible solutions, and make intelligent decisions is probably the single most important criterion of his maturity.

Helps the class to discover the meaning and importance of maturity and the ways of achieving it. Asks the class members to compile a list of qualities which, in their opinion, are characteristic of a mature individual and to list contrasting qualities which characterize the immature person.

Guides pupils in formulating standards for measuring maturity. They consider answers to such questions as the following:

Can the person make his own decisions? Is he able to analyze conflicts in terms of moral and spiritual values and make decisions on the basis of what he perceives as right?

Is he realistic about his own abilities, limitations, and goals? Is he actively developing his capacities?

Can he accept and adapt to changes in his personal environment?

Does he react positively to his own defeats?

Can he control his own behavior and emotions?

Does he know himself? Can he recognize and resist dishonesty, deception, pretense, and hypocrisy in himself and in others?

TENTH-GRADE GUIDANCE

Does he accept responsibility for his own behavior? Does he feel trustworthy and trusted? Is he growing in self-esteem through consistent assumption of responsibility?

Can he accept advice and constructive criticism?

Does he understand and accept other persons? Is he unselfish in his relationships with others?

Can he plan for long-term goals? Does he exercise patience in subordinating immediate satisfaction to subsequent good?

Assigns pupils to test the standards of maturity by applying them to great public figures as well as to persons less well known.

Asks pupils to analyze the following statements and relate the concepts to their personal goals.

He who has enthusiasm and imagination without purpose and learning has wings but no feet.

Our doubts are traitors, and make us lose the good we oft might win by fearing to attempt.

Set your heart upon the goal, not upon the prize.

Helps each pupil to appraise his goals and standards for measuring success.

Asks such questions as the following:

Is your image of success that of becoming a doctor, businessman, scientist, famous athlete or actress, or great artist or author? Does success mean achievement of excellence in all kinds of honest work? Does it take courage to do one's best and be consistently responsible in any form of useful work?

Do acquiring money and being rich mean success? Does success mean developing the courage that is required to be consistently honest, especially in the face of the seeming success of others who may use dishonest means?

Do you know and respect your capabilities? Are you learning to find satisfaction in and through your own efforts? Are you learning that you must assume responsibility to realize your potential?

Assists pupils in planning a program of personal improvement to make possible the achievement of personal, educational, and vocational goals. Helps class members to recognize that learning is a lifelong process.

Because mathematics is concerned with laws and truths, it penetrates deeply into the very nature of the universe. Its philosophical implications are boundless. Therefore, the study of this subject offers many opportunities for developing values. Mathematicians cannot ignore responsibility any more than they can abandon the search for intellectual truths.

Opportunities to develop values in the classroom arise from the climate of intellectual honesty and personal integrity which the teacher creates. Knowingly or not, he transmits values by his own attitudes and behavior. By adherence to accuracy, by honestly seeking the truth, by being honest when there are problems he cannot solve, by demonstrating perseverance and courage in difficult situations, the mathematics teacher communicates his own value system.

And what is the conclusion? Does mathematics make a man religious? Does it give him a basis for ethics? Will the individual love his fellow man more certainly because of the square on the hypotenuse? Mathematics makes no such claim. What we may safely assert, however, is this—that mathematics increases the faith of a man who has faith; that it shows him his finite nature with respect to the Infinite; that it puts him in touch with immortality in the form of mathematical laws that are eternal; and that it shows him the futility of setting up his childish arrogance of disbelief in that which he cannot see.¹

In the mathematics class, the pupil develops integrity and responsibility, as he works independently to complete assignments on time; a sense of justice, as he evaluates his own efforts and the efforts of others; courage and humility, as he compares what is known with what is not; and reverence, as he contemplates the wonders of the infinite and the infinitesimal and of the order of the universe.

INTEGRITY

OBJECTIVES: To help the pupil develop an understanding of the importance of integrity and to increase his personal commitment to high standards of honesty.

GRADE LEVEL: A9 Mathematics

SUGGESTED ACTIVITIES: The teacher asks pupils to:

Study the use of checking accounts. Note that this system depends upon personal integrity and faith.

The person who writes a check is giving his word that the money needed is deposited in his account in the bank.

¹David Eugene Smith, "Religio Mathematici," *American Mathematical Monthly* (October, 1921).

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The person accepting the check is exhibiting faith in the person who wrote it.

The employees of the bank exhibit their trust in both the writer and the endorser of the check.

Solve problems involving business transactions and recognize the many occasions in which faith and personal integrity are required.

Bring to class and study various sample application forms for opening charge accounts, making purchases on time plans, and borrowing money.

Recognize the importance of meeting financial obligations.

Discuss the importance of being able to name responsible persons as references.

Discuss ways in which integrity and responsibility are related.

Find examples to demonstrate that the world's business is transacted largely on the basis of honesty, trust, and faith in the integrity of other persons.

Cite instances in family life which illustrate dependence upon the good faith of others (for example, receiving a pay check for a month's work).

RESPONSIBILITY

OBJECTIVE: To help the pupil to develop a sense of responsibility for worthy family membership and to cooperate in the achievement of common goals.

GRADE LEVEL: Senior Mathematics

SUGGESTED ACTIVITIES: Pupils learn to recognize the importance of personal responsibility by the study of such topics as the following:

Family budget, with emphasis on responsibilities of the various family members to safeguard family finances by using money wisely.

Family protection and, in particular, the responsibility of the head of the family to plan for its financial security.

Saving plans, pointing out that the immature person seeks immediate goals, but the mature person works for long-range goals and rewards.

Investment in education, recognizing the responsibility of the recipient of family funds to make the best use of his opportunity to study.

JUSTICE

OBJECTIVE: To help the pupil develop the habit of withholding judgment until after an objective study has been made of all available information.

GRADE LEVEL: Junior and senior high school

SUGGESTED ACTIVITIES: The pupil has opportunities to exercise judgment as he seeks solutions to problems, evaluates the solutions proposed by fellow students, utilizes data from various sources, and reads graphs, charts, and tables.

In mathematics assignments and related activities, the teacher emphasizes the importance of weighing the evidence and considering all the facts available.

He focuses attention upon the effects of:

Errors which are caused by use of partial knowledge.

Errors which arise from misinterpretation of spoken or written instructions.

Misconceptions which result from premature conclusions.

Various solutions to problems. (Several persons may be equally "right" or correct, although they may have arrived at a solution by different paths and express the result in different ways.)

Objective self-evaluation.

COURAGE

OBJECTIVE: To guide the pupil in learning that courage is demonstrated in different ways, such as through perseverance and independence in the face of obstacles, and through adaptability to change.

GRADE LEVEL: Junior and senior high school

SUGGESTED ACTIVITIES: Through everyday activities in the classroom, the pupil enrolled in mathematics courses is encouraged to

Work independently and courageously.

Continue work on a problem until he reaches a solution.

Think for himself.

MATHEMATICS

Seek actual solutions, rather than work back from "answers" someone else has obtained.

Develop flexibility, so that he does not cling to faulty procedures because he tried them first.

Present original ideas after he has thought about them carefully.

Report his own achievements accurately.

Admit humility in reflecting upon the unknown and unfathomable.

REVERENCE

OBJECTIVE: To help the pupil learn to appreciate the beauty, order, and natural laws which characterize the physical universe.

GRADE LEVEL: B8 Mathematics

SUGGESTED ACTIVITIES: The teacher assists the pupil in developing an appreciation of order and beauty in the shape and form of objects in nature by asking him to

Observe and report geometric forms in nature and in the universe.

Investigate examples of geometric forms in nature as illustrated in the symmetry of arrangements of lines and in concentric circles, such as those which occur when a stone is thrown into a pond.

Look for consistency, design, pattern.

The pupil develops a sense of wonder at the orderliness of the universe by reporting on such topics as

The orbit of the earth and the consistency with which it follows a time pattern.

The marvelous structure of snowflakes in that all are hexagonal, yet no two are exactly alike.

The geometric similarity of crystals in each chemical substance, which is so exact that each can be accurately identified.

OBJECTIVE: To help the pupil develop a sense of reverence for the unknown and unfathomable as he reflects upon the immensity, the order, and the mystery of the universe.

GRADE LEVEL: Junior and senior high school

SUGGESTED ACTIVITIES: During classroom discussion and problem solving, the teacher assists the pupil in becoming aware of

The vastness of the universe.

The orderliness of natural laws.

The wonders of the infinite and infinitesimal.

The fact that nothing is ever lost in the economy of the universe. Matter may change to energy or to other forms of matter but no part of it is dissipated.

The necessity for a "First Cause," a power greater than the natural and physical.

The teacher asks pupils to study distances in the universe and to express them in scientific notation and in the decimal system of numeration. Class members also learn how to use exponential notation and the decimal system of numeration to express extremely short distances, such as the widths of cross-sections of bacteria and the diameter of an atom. They develop an appreciation of the vastness of the universe and of man's position between the largest and the smallest dimensions that he has discovered.

PHYSICAL EDUCATION

Physical education activities have unique potentialities for contributing to the development of individual values. There are many opportunities of this kind in game situations. Since the physical education program tends to focus the pupil's attention upon the conditioning and effective use of his body, it may have a significant impact upon his appraisal of himself. Competitive sports involve the pupil's emotions as well as his body and mind. As an integral part of the total educational process, physical education shares with other subjects and activities in the development of character and personality.

Teachers take advantage of the many opportunities in the physical education program to contribute to the development of such values as integrity, responsibility, courage, justice, reverence, love, and respect for law and order.

INTEGRITY

OBJECTIVE: To help the pupil to become conscientious and persevering in fulfilling responsibilities.

GRADE LEVEL: Senior high school

SUGGESTED ACTIVITIES: When a player is cited for rule infractions in certain individual games, he learns that it is necessary to be honest for the outcome to have any meaning and significance. For example, a player must freely admit line and net violations in volleyball, tennis, and badminton.

In games that depend on team play, pupils soon learn to do their part for the good of the team. Through practical experience, they recognize that they must keep trying no matter what the difficulties may seem to be.

RESPONSIBILITY

OBJECTIVE: To help the pupil learn that shared responsibility and cooperation are important.

GRADE LEVEL: Junior high school

SUGGESTED ACTIVITIES: Prior to the election of squad leaders, the teacher guides the class in a discussion of leader and team member responsibilities and how to work with each leader. The pupils learn how to identify the qualities of a good squad leader.

PHYSICAL EDUCATION

In tumbling instruction, the teacher organizes the class into small groups so that students may help each other in learning to perform specific activities and assist each other in avoiding accidents. Class members learn that they must work together not only when performing but also in setting up equipment.

COURAGE

OBJECTIVE: To help the pupil understand that fear is a natural emotion and that it can be overcome by acting on principle despite apparent danger.

GRADE LEVEL: Senior high school gymnastics

SUGGESTED ACTIVITIES: Through participation in basic tumbling exercises, the pupil learns to be courageous. He recognizes that progressive mastery of skills can help him to overcome fear.

During participation in games and contests, the pupil learns that sometimes personal courage is required in selecting a difficult rather than an easy task.

JUSTICE

OBJECTIVE: To guide the pupil in learning that he must be honest, fair, and impartial in his daily relationships.

GRADE LEVEL: Senior high school

SUGGESTED ACTIVITIES: In games and sports, the pupil learns to participate within the limits of established rules. In organized competition, he learns that officials treat both teams and all players impartially in assuring that rules are observed.

Class members discuss the meaning and importance of good sportsmanship and fair play as they relate to physical education activities.

REVERENCE

OBJECTIVE: To help the pupil learn to appreciate the beauty, structure, and functioning of the human body.

GRADE LEVEL: Senior high school

SUGGESTED ACTIVITIES: Through participation in appropriate physical activities youth learn to respect the complexity and efficiency of the human body, to value its optimum fitness, and to strive to gain and maintain positive health.

PHYSICAL EDUCATION

LOVE

OBJECTIVE: To help the pupil learn to act unselfishly, to exercise compassion for the feelings and needs of others, and to respect individual differences.

GRADE LEVEL: Senior high school

SUGGESTED ACTIVITIES: In coeducational dancing classes, the teacher assists pupils in understanding that all members of the group are entitled to equal consideration through the use of sound procedures for taking partners, organizing teams, and assigning playing positions.

Through appropriate grouping, the teacher helps pupils in achieving joy and satisfaction in the activities.

Homogeneous grouping contributes to the growth of moral maturity, which depends in large measure upon the development of an acceptable, healthful self-concept. The pupil who has little regard for himself has difficulty in developing respect and appreciation for others.

RESPECT FOR LAW AND ORDER

OBJECTIVE: To help the pupil become a conscientiously law abiding individual who appreciates the importance of maintaining law and order for the benefit of all—self, others, the community and the nation.

GRADE LEVELS: Junior and senior high school

SUGGESTED ACTIVITIES: By emphasizing the importance of abiding by game rules, eligibility regulations, and all related school and league rulings.

By setting an example for fair play, respecting the spirit as well as the letter of game rules, competition regulations, training schedules, and school rulings.

By discouraging rowdy displays of poor sportsmanship or disrespect toward opposing teams, individual competitors, game officials, or representatives of rival schools.

By encouraging the pupil to be as respectful of the rights of others as he would like others to be respectful of his rights.

Science is one of the liberal arts—one of the first and greatest of them. It certainly is one of man's greatest arts and is one which has done the most to liberate the human spirit. Science, more than any other subject, has freed men from ignorance and from consequent fear. Consequently, it has elevated man, intellectually and spiritually.

... the whole picture of the universe as revealed by science, as well as the picture of the processes that go on within it and of the life that inhabits it, is one of magnificence, vastness, order, splendor, precision, beauty. It is a picture that exalts the Creator of the Universe—and exalts the dignity of the men He created, the men who can discover and comprehend this majesty of creation.¹

In science classes, pupils develop the values of integrity, justice, courage, responsibility, reverence, and respect for law and order.

INTEGRITY

OBJECTIVE: To help the pupil learn to discriminate between right and wrong alternatives and to select the right courses of action.

GRADE LEVELS: Junior and senior high school

SUGGESTED ACTIVITIES: The teacher uses laboratory activities to help pupils develop skills of critical thinking and learn the importance of integrity. Through such activities, pupils may learn to be open-minded and to suspend judgment until all facts have been considered; to be intellectually honest; to understand fallacies in thinking, such as exemplified by superstitions and prejudice; and to analyze propaganda. They also learn that scientific accomplishment depends upon the integrity of the scientist in reporting facts as observed.

JUSTICE

OBJECTIVE: To help the pupil understand that the ability to deal reasonably with differences of opinion is essential to the growth and development of democracy.

¹Lee A. DuBridge, "Exploring the Unknown," *Engineering and Science* (May, 1953), p. 13.

SCIENCE

SUBJECT: Physics

SUGGESTED ACTIVITIES: As they study the work of scientists, pupils learn that differences of opinion in the interpretation of observed results often lead to further experimentation and continued discoveries. They learn that respect for the opinions of others is essential to success.

In studying the relationship of matter and energy, pupils are introduced to Einstein's predictions and learn that his theory, as expressed in the formula $E=mc^2$, has been proved to be accurate.

COURAGE

OBJECTIVE: To help the pupil learn to support his beliefs even when they are not shared by others.

SUBJECT: General Science

SUGGESTED ACTIVITIES: The teacher emphasizes that scientists have needed courage to perform their work. He helps pupils to recognize the problems which must be conquered to develop new theories or present the results of experiments. The class studies historical examples of scientific achievement.

While studying radioactivity, pupils read about the life of Marie Curie and note the many years of hard work and the persistence which were necessary to achieve her goal in the face of opposition and failure.

RESPONSIBILITY

OBJECTIVE: To help the pupil understand that much of living is a process of shared responsibility, cooperation, and decision making.

SUBJECT: Chemistry

SUGGESTED ACTIVITIES: Pupils work as a team to conduct activities in which all are jointly responsible for the results. They learn that each must work for the benefit of the group and that each is responsible for his part of an experiment. If one member fails to do his part, the group cannot achieve accurate results.

REVERENCE

OBJECTIVE: To help the pupil learn to appreciate the beauty, structure, and orderliness of nature and its variety, complexity, and adaptability.

SUBJECT: Biology

SUGGESTED ACTIVITIES: Through a study of the natural environment, pupils begin to understand the complexity of the universe and to appreciate the beauty of life and the vastness of space. They develop a sense of reverence for life.

Class members examine the delicate balance of nature as exhibited by the life in a fresh-water stream to understand the variety and beauty of form of microscopic organisms, their interrelationships as shown by a study of food chains, and the adaptability of form as illustrated in the structures of the aquatic organisms.

SOCIAL STUDIES

The development of a system of mature values and the achievement of ethical controls to guide behavior are major purposes of social studies classes. To achieve them, pupils must learn and apply the values of our society. The social studies program helps in the attainment of these goals in its effort to enable young people to become responsible, law-abiding citizens. Pupils develop the values and understandings that they need to meet the problems of a complex and rapidly changing society.

Each pupil is helped to

- Develop the enduring values which are characteristic of our democratic heritage.

- Appreciate the philosophy of life of great Americans, past and present.

- Recognize the universality of many precepts in ethical systems.

- Increase love of his country through appreciation of the greatness of its basic principles.

- Develop loyalty to his country and the courage to defend it.

- Develop concern for justice in government and in interpersonal relationships.

- Accept the obligations of good citizenship.

- Develop a respect for law and order and support those charged with enforcing the law.

- Respect the integrity and the inherent worth of all men.

- Recognize and accept his responsibility to himself and to his fellow men.

- Listen willingly to ideas and opinions which differ from his own and form judgments based on critical thinking.

- Develop courage to uphold ideas that he believes are right.

- Make a commitment to live his life in keeping with the set of mature values that he holds.

Teaching About Religion

In social studies courses, pupils learn that all people possess a spiritual heritage and that basic moral values tend to be universal and are shared by many re-

ligions. To help pupils develop this understanding, the teacher introduces many learning activities which are adaptable to all grade levels in junior and senior high schools. For example, the teacher:

Assigns selected pupils to present brief oral reports, based on library research, regarding the ethical teachings of various major religious leaders. Asks pupils to make lists of the ethical principles and to group them by subject.

Conducts class discussions regarding the basic moral values characteristic of the various religions. Pupils consider answers to such questions as the following:

What values are shared by these religions?

What do the teachings reveal about the basic similarities in values and aspirations of peoples in the United States and other countries?

Why is it important to be aware of the beliefs and teachings of religions other than one's own?

How does this awareness affect a person's daily life, understanding of other people, ability to work and play with others, and ability to work effectively with other persons for common goals?

How can an individual show respect for the religious beliefs of others?

How do the many religions in the United States enrich the life of the people and strengthen the nation?

Reviews the development of the tradition of religious freedom in America, such as demonstrated in the Maryland Toleration Act of 1649, the Virginia Statute of Religious Freedom of 1786, and the Bill of Rights.

Teachers of A7 History and Geography and World History and Geography 1 classes may be asked questions about the Bible. Typical questions are:

Why has the Bible gained the respect and reverence of millions of people for centuries?

Why has the Bible been more widely translated than any other book in the history of mankind?

The following statements may be helpful to teachers in answering such questions. The information is appropriate for discussion in the public schools.

The 66 brief books which the Bible contains are organized into two divisions, known as the Old and New Testaments.

SOCIAL STUDIES

Virtually all of the passages in the Old Testament were first written in the Asian language of Hebrew. The New Testament was written in Greek, a European language almost universally understood and spoken in the Mediterranean region during the first century of the Christian era, when the New Testament first appeared. Consequently, the Bible has both Eastern and Western origins, which help to explain its world-wide interest.

The Bible contains one great theme which unifies its 66 books. It is essentially a book about God, describing Him as creator, guide, redeemer, and fundamental law of the universe. Many peoples, whatever their race, nationality, or creed, seek a power higher and more noble than themselves, variously named but usually described as God. This is one of the principal reasons for the widespread and continuing appeal of the Bible.

INTEGRITY

OBJECTIVE: To help the pupil develop a stable, functioning system of moral principles and to know himself as a moral person

GRADE LEVELS: Contemporary American Problems and Government, A12; adaptable to United States History and Geography 2, A8; United States History 2, A11; United States Government, B12

SUGGESTED ACTIVITIES: The teacher helps pupils to recognize and appreciate the need for a mature, functioning set of moral principles by introducing such activities as the following:

Organizes a panel discussion in which pupils report upon their research concerning the role of religion in developing a philosophy of life. The ethical teachings which are common to various religions are emphasized.

Assigns capable pupils to report to the class concerning the ethical systems developed by great philosophers. Will Durant's *The Story of Religion* may be consulted as one reference.

Asks pupils to interview persons whom they know and admire for their positive qualities to learn about their philosophies and how they apply them to daily life. Discusses with the class aspects of the American heritage which contribute to formulating a philosophy of life.

Reviews with the class the values expressed in such great American documents as the Declaration of Independence, the Constitution of the United States, and the Bill of Rights.

Leads a class discussion concerning the relationship between the development of values and the satisfaction of a person's basic needs.

SOCIAL STUDIES

Assists pupils in evaluating the importance of mature values by asking such questions as the following:

In what ways does modern society influence the values, character, aspirations, and idealism of young people?

What qualities characterize a set of values as mature or immature?

What are the worth-while goals to strive for in life?

What basic principles should guide a person in his choice of ways to reach his goals?

What is the nature of "success" in life?

By what standards should success be judged?

What are the hidden flaws and penalties in an apparent success arrived at by unethical methods?

How do the values of the American people assist in the maintenance of law and order, the administration of justice, and the assumption of obligations toward the less fortunate?

Are the actions of people always consistent with their professed values?

RESPONSIBILITY

OBJECTIVE: To assist the pupil in developing an active concern for personal and public justice and in learning to contribute to the well-being of others

GRADE LEVELS: United States History and Geography 2, A8; adaptable to United States History 2, A11; United States Government, B12; Contemporary American Problems and Government, A12

SUGGESTED ACTIVITIES: The teacher assists pupils in recognizing the need to contribute to the well-being of others in the interests of personal and public justice. He introduces such activities as the following:

Assigns pupils to prepare oral reports about the lives and contributions of prominent persons, such as Jacob Riis and Jane Addams, who have shown particular concern for their fellow men.

Helps pupils to understand the motives and efforts of these persons and to recognize the continuing need for such concern by asking questions such as these:

SOCIAL STUDIES

What were the conditions which Jacob Riis and Jane Addams observed in the cities of their time?

What individual and group needs are there in your community that are not being met today?

What motives led Jacob Riis and Jane Addams to work so actively to help their fellow men?

How can pupils make contributions to persons in need?

How have persons formed groups, societies, organizations, and foundations to help solve the larger, more widespread problems created by present-day society?

How does a person benefit from contributing to the welfare of others?

Assists pupils in learning how a person can contribute to the well-being of others through assuming responsibility for his own good citizenship. Asks pupils to discuss answers to such questions as the following:

How do the actions of an individual which demonstrate his respect for law and order in the community contribute to the well-being of all citizens?

How can a person show consideration for the rights of those with whom he associates in his family, school, neighborhood, and community?

COURAGE

OBJECTIVE: To help the pupil understand that courage is important in daily life as well as in times of emergency or crisis.

GRADE LEVELS: Adaptable to social studies courses at all secondary school grade levels

SUGGESTED ACTIVITIES: The teacher assists pupils in recognizing the importance of courage in various aspects of daily life by introducing such activities as the following:

In class discussion, develops the idea that military service is one of the many duties vital for the defense of the country. What are the liberties, principles, and values which the citizen defends?

Reads to the class the following statement by Judge Learned Hand:

Liberty lies in the hearts of men and women. When it dies there, no constitution, no law, no court can save it.

SOCIAL STUDIES

What are the demands upon the courage of our people, individually and jointly, which are involved in keeping the spirit of liberty alive in our land?

Reviews the lives of such leaders as Abraham Lincoln, Peter Zenger, Susan B. Anthony, Galileo, Martin Luther, and Gandhi. How did these persons show courage in their struggle to uphold the principles in which they believed?

Helps the pupil to become aware of the ways in which persons demonstrate courage in daily life by asking such questions as the following:

How does a child progress in overcoming fear of the unknown and in accepting change as part of life?

Does it take courage for a young person to refuse to break a rule or law (even a minor infraction) when his classmates, his friends, or the members of his gang suggest that he do so?

How does a person show courage in accepting as a friend, an associate, or a neighbor a person not accepted by his group, his friends, nor his neighbors for reasons with which he does not agree?

How does a person develop courage to uphold ideas that he believes are right even when he finds himself to be in a lonely minority?

In what ways does an elected representative in school or public life display courage when he acts for the benefit of all rather than just for his constituents or for partisan and special interests?

What form of courage is evidenced by persons who insist on a fair trial for an individual accused of a crime which has aroused great public indignation?

How does courage contribute to creativity and independence of thought?

JUSTICE

OBJECTIVE: To help the pupil understand that Americans recognize man is born with certain inalienable rights and that each right contains inherent responsibilities.

GRADE LEVELS: World History and Geography 1, Grade 9; adaptable to United States History and Geography 1, B8; United States History 1, B11; United States Government, B12; Contemporary American Problems and Government, A12

SOCIAL STUDIES

SUGGESTED ACTIVITIES: The teacher asks pupils to compare and contrast the English Bill of Rights, the American Declaration of Independence, the American Bill of Rights, and the French Declaration of the Rights of Man. Class members note particularly those statements which are identical or similar.

The teacher helps class members to recognize and understand the concept of justice underlying these documents by asking such questions as the following:

How do these documents show that men of different nations share the same fundamental desire for freedom and justice?

Which of the rights enumerated may be considered as fundamental? Which of them may be considered as outgrowths of the fundamental rights?

Are any of these rights considered more important today than at the time the documents were written?

Is there evidence that people in other parts of the world prize these rights and strive to attain them?

How can our nation assist the people of other countries in gaining and safeguarding these rights?

What are the responsibilities implicit in the rights that we cherish?

How can each person show respect for the rights of others as he would have others respect his own right to

Worship in his own way.

Expect rules and laws to be upheld.

Have equality of opportunity.

Be judged on the basis of fact, not rumor.

Be accepted without regard to race, religion, or ethnic origin.

Have equality before the law.

Receive education in keeping with his abilities.

Hold opinions of his own.

Have his property respected.

Work actively to correct wrongs through accepted means.

SOCIAL STUDIES

OBJECTIVE: To help the pupil grow in respect for persons who are different from himself and to value the diversity of cultures as enriching himself, his nation, and the world.

GRADE LEVELS: Contemporary American Problems and Government, A12; adaptable to United States History and Geography 2, A8; United States History 2, A11; United States Government, B12

SUGGESTED ACTIVITIES: The teacher assists pupils in recognizing that the United States has been enriched and strengthened by the contributions of many cultures. He introduces such activities as the following:

Asks class members to list the various races, religions, and nationalities of the people who have contributed to the growth of the United States.

Leads a discussion regarding the contributions which these groups have made to American life.

Asks pupils to identify some of the different cultures now represented in this country and emphasizes the loyalty which the people of each culture have to American aims and ideals.

Helps pupils to understand the implications of this "diversity in unity" by asking such questions as the following:

How does the interdependence of people make their contributions more valuable?

In what ways can conformity be a constructive influence? How can it weaken individual thought and judgment?

How can unthinking conformity limit the achievement of common purposes and creative endeavor?

As we become better acquainted with persons who are different from ourselves in some ways, do we lose our fear of them? Do we learn to appreciate more or less fully their abilities?

Does each person have a right to be an individual in his own way and yet contribute as an American to national unity?

How can conformity lessen differences of opinion and hinder individual judgment?

How does refusing to accept a person because of prejudice endanger the rights of all persons?

What can each person do to strive to overcome prejudice against individuals and groups different from himself?

SOCIAL STUDIES

RESPECT FOR LAW AND ORDER

OBJECTIVE: To understand that law is fundamental to any society and that, through laws, individuals and society are protected against anarchy, fear, violence, and oppression.

GRADE LEVELS: Adaptable to secondary social studies classes at most grade levels

SUGGESTED ACTIVITIES: The teacher helps pupils to develop a genuine and abiding respect for the spirit and the letter of the law by activities such as the following:

Read and discuss the school constitution with the class. Afterward, arrange for a small committee to visit a meeting of the school's student council and to report to the class how student government actually functions. Discuss how leaders are elected, whom they represent, and why they should be concerned about the interests and desires of the student body.

As a group or individual activity, ask pupils to prepare a chart illustrating responsible citizenship in the home, the school, the community, the state, and the nation. Discuss with the class why it is that some of the same responsibilities are listed in several sections of the chart. (*The Alert and Useful Citizen: Resource Materials for Reviewing State and Local Government* may be used as one reference.

Ask selected pupils to investigate and report to the class on the Constitutional protections afforded the members of a minority from arbitrary abuse of power by the majority. Direct attention to such clauses as those relating to due process of law and equal protection under the law.

Provide an opportunity for each pupil to serve briefly as a classroom officer at least once during the first half of the semester. After all have served and before a formal election of officers is held, conduct a discussion concerning (1) a leader's responsibilities to the individuals he serves and (2) the responsibilities of the group to help and support a chosen leader.

Show Chart H-125, Set 6, "The People in Law-Making." Ask pupils to list the way in which citizens can help their senators and representatives make laws. Use these lists as a basis for class discussion.

Conduct a class discussion based on suitable research concerning the ways in which a citizen can participate in politics in the interest of good government. (*Going Into Politics*, by Robert E. Merriam, may be used as one reference.)

Show film "A Date With Liberty" (Fsd 323.4-3; 16½ min.). Ask pupils to correlate the various incidents depicted in the film with specific sections of the Bill of Rights. Develop the concept that American citizens who enjoy rights and privileges by living under the Constitution must assume commensurate responsibilities.

On the chalkboard, list the areas of school life that are affected by rules. Through class discussion, review the rules which apply to each area. Consider such questions as: Why are these rules necessary? How are they established? What can pupils do to assist in the successful application of these rules? What obligations do pupils owe teachers and principals appointed by the elected Board of Education? What are the responsibilities of pupils to their elected school leaders? In terms of rules, does it make any difference that these elected leaders change each semester? Pupils should then write a composition entitled "The Rules of My School and My Responsibility for Their Success."

Instruct pupils to illustrate how the Constitution provides for regular elections and for a system of checks and balances between the executive, legislative, and judicial branches of government. Discuss with the class how the Constitution supports the ideal that our government is based on law and not on men.

Ask the class to consider the Constitution as a framework of lawful government which frees us from dependence on the benevolence or caprice of individual men.

Ask the class to consider the statement of Theodore Roosevelt, "No man is above the law and no man is below it; nor do we ask any man's permission when we require him to obey it." Divide the class into "buzz groups" to review the constitutional protections in state and national governments against any person's setting himself above the law. A reporter in each group should present its findings to the class.

Show how the Constitution makes provision for orderly change. Use the exact words of the Constitution whenever possible. Ask pupils to answer the following questions: How may amendments be proposed and ratified? What amendments have made actual changes in the government as it was established at the Constitutional Convention? What amendments have provided for new needs and reflected new ways of thinking?

Discuss the historical reasons for electing the members of the House of Representatives every two years.

Many authorities have expressed concern about the impact of the violence and lawlessness portrayed in some comic books, films, and television programs. Discuss with the class the possible long-range effects on the morals and values of young people and on maintaining a respect for law and order.

Consider with the class the long-term effects of a lack of regard for minor violations and of cheating on examinations and on tax returns. Discuss the attitude that not the deed itself but "getting caught" is wrong. Discuss also answers to the question, "How can we instill respect for law and order and for peace officers in the execution of their duties?"

STUDENT ACTIVITIES PROGRAM

The development of abilities, skills, and values which prepare pupils for citizenship responsibilities can be accomplished successfully through a thoughtfully conceived, wisely guided student activities program. Club activities make available a wide range of wholesome service, cultural, and social opportunities to prepare pupils for adult participation in worthy, community-recognized voluntary service groups and for active citizenship. Student leadership activities provide a means through which each participant may learn to "practice democratic processes and to honor the rule of law, the will of the majority, and the rights of the minority."¹

Teachers who serve as advisers in the student activities program actively promote values, particularly those which are associated with the ideals of democracy. Young people need adult examples to show them how to act in a mature way and to practice the kinds of human relations that are consistent with American ideals. Youth also need assistance in clarifying the values they consider to be desirable and in developing their own code of ethics and standards of behavior. Through participation in student activities, pupils learn to assess the worth of their personal values and are guided toward acceptance of those which society has long held to be of fundamental importance.

It is imperative that staff members responsible for student activities make a careful analysis of the community in which pupils live. Teachers and administrators should be alert to the leadership potential of pupils of many different backgrounds and should encourage their participation. The pupils' need for recognition and self-respect should be fulfilled in a variety of ways, including honest recognition of those who receive too little encouragement, and channeling of the natural leadership ability of those who are currently operating outside the structure of student government. Honest recognition should be given to those pupils who merit it, particularly when their past achievements have not been sufficiently recognized. The natural leadership of youth who are not participating in the student activities program should likewise be guided into constructive channels.

CLUB ACTIVITIES

Student activities involving pupils in service and special interest clubs provide opportunities to build values in informal situations in which the exercise of integrity, courage, responsibility, and justice is respected and rewarded. Advisers help pupils to become aware of the worth of other individuals as they explore mutual interests. Each group adviser creates a sense of purpose within his group, helping pupils to

¹American Ideals and Institutions, op. cit., p. 130.

STUDENT ACTIVITIES PROGRAM

discover common goals. He fosters a feeling of belonging that encourages active, interested, responsible participation. The adviser helps each pupil feel more closely allied and more deeply involved in his school experience.

The following activities can assist pupils in developing integrity, responsibility, love, and a desire to serve others.

Providing Opportunities to Give Service

The adviser should strive to foster compassion, unselfishness, and humility in each club member. He should help each boy or girl to understand that an unselfish gift of service to others yields great personal satisfaction.

In some schools, honor societies obtain permission to offer tutoring services to pupils who need particular help. Honor students make themselves available in the school library before and after school to assist those who request this type of service.

Some schools have service groups that plan and develop school tours for incoming B7 or B10 classes on the Saturday preceding the opening of school. Club members prepare tour guide materials, arrange for services to be available at key locations, invite school staff members to be present, arrange for publicity, and serve as tour leaders.

Some clubs serve the community. One club has as its purpose the donating of time on Saturdays, Sundays, and after school for work in the Children's Hospital. Club members gain satisfaction from reading to children, writing letters for them, conducting story-telling centers, and giving individual tutoring when requested.

Determining Goals and Working to Attain Them

The adviser assists pupils to determine goals cooperatively, plan purposeful activities, set realistic deadlines, carry plans through to completion, and evaluate accomplishment in terms of predetermined goals. Only those projects should be planned which are consistent with the rules, purposes, and concepts of service of the organization concerned. Activities should never obscure the clearly stated purpose of the project. Pupils recognize that some goals require a long period of consistent effort before they may be attained. They learn that enthusiasm for a project is not enough to achieve a goal and that their efforts must be consistent with their commitment to service.

STUDENT LEADERSHIP ACTIVITIES

Advisers of student leadership activities help pupils to recognize that the democratic process is a method of arriving openly, through discussion and compromise, at decisions in keeping with the reasonable wishes of the majority and of pursuing these

STUDENT ACTIVITIES PROGRAM

decisions with the fullest respect for minority rights."¹ Through precept and practice, pupils develop the understanding that respect for law is the foundation of stable government and that a democratic form of government requires responsible, self-reliant citizens who are capable of making wise decisions.

The following are examples of leadership activities which assist pupils in developing integrity, courage, responsibility, justice, and respect for law.

Developing a School-Wide Plan to Improve the Quality of Student Leadership

Several months prior to the election of officers, the student leadership class is assisted in conducting a campaign for effective leadership and wider participation in student government. English and social studies teachers and advisers of activities are asked to work with their respective groups to:

Discuss qualities of effective leadership and prepare a list of those traits which are important.

Use the classroom and student activities to train leaders. Rotate chairmanships of the class and of committees to permit a maximum number of pupils to experience leadership responsibilities.

Provide training in parliamentary procedures and problem-solving methods. Encourage pupils to become candidates for school offices and prepare them to give responsible, unselfish service. Help pupils to understand that accepting an office means that the office holder has made a commitment to service.

The leadership class is assisted in developing guidelines for candidates. This code of ethics, which prospective candidates for offices are expected to observe, stresses the qualities of honesty, candor, sincerity, and responsibility. As pupils experience satisfaction in operating within the framework of these standards, they may gradually be incorporated into or replace the pupils' personal codes.

Teachers of English and social studies and advisers of activities provide opportunities for members of the student body to learn to distinguish between legitimate means of persuasion and those which employ trickery or emotional appeals with the intent to deceive or defraud. Candidates are helped to recognize the obligation of school officers and candidate to inform rather than to manipulate and to refrain from making promises which they cannot keep.

After an election, officers are helped to understand the importance of their responsibilities and that recognition and privilege are not goals in themselves. The negative effects of misusing privileges are discussed and compared with the effects of misconduct in public office.

¹*Ibid.*, p. 4.

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Helping to Eliminate Cheating:

A Report of an Activity in a Secondary School

Student officers became concerned about the prevalence of cheating in a school in which pressure for marks was excessive. With the skillful assistance of the adviser, the leadership class developed a questionnaire for students which included such questions as the following:

You are alone in a teacher's office. You happen to discover the questions to the final examination to be given the next day. Would you look at the questions under any of the following conditions?

- a. There is no chance of being caught. Yes_____ No_____
- b. You may be caught. Yes_____ No_____
- c. You are failing or getting a low D, and a good mark on the examination will help you. Yes_____ No_____
- d. You are an A student, and you have studied for the examination. Yes_____ No_____

You are taking an important test, and you do not know the answers to several important questions. The teacher is called outside the room because of an emergency. Would you open your textbook to obtain the answers under either of the following conditions?

- a. Other pupils are doing it. Yes_____ No_____
- b. No one else is doing it. Yes_____ No_____

The provision of choices assisted pupils in examining their own values and in recognizing the degree to which social pressure rather than personal conviction influenced their behavior.

The leadership class requested permission of the principal to distribute copies of the questionnaire to all classes at a designated time. The results of the survey were carefully tabulated. A plan of action based on the results was formulated by the leadership class and presented as a recommendation to the principal.

Developing Resistance to Peer Pressure

The advisers help pupils to recognize that a position or an opinion should be defended when it has been reached after careful consideration and when it is consistent with the goals and rules of student government, even if the stand is unpopular with the

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majority of the student body. Pupils learn the difference between taking a stand based on considered judgment and defending one which is motivated only by obstinacy or desire for attention. Pupils readily recognize that courage is required to support an unpopular issue in full view of their peers.

Pupils are guided in a discussion of great leaders from different periods of history who have supported the principles in which they believed despite pressures and sacrifice. (Examples of references: John F. Kennedy, *Profiles in Courage*; Carl Sandburg, *The War Years*; and Plato, *The Apology of Socrates*.)

Student officers demonstrate courage when they refuse to be pressured by the student body to promote or support activities which are inconsistent with the purposes of student government, or when they support the faculty on an issue which is unpopular with pupils.

Student leaders can demonstrate courage and integrity through such activities as a "Clean Campus" campaign. They are guided in the development of standards to be used in judging progress and in arranging for an appropriate award. The task of judging the cleanliness of the campus is rotated among all student organizations to provide a wide sharing of responsibility. Advisers help student officers to understand that the standards which they have established are their own and that the primary goal is a clean campus — not a coveted award. If, at the end of the campaign, the officers decide the "Clean Campus" award should not be conferred, they should be prepared to support the judgment even though it is unpopular.

Involving Natural Leaders

In all schools, there are pupils who emerge as leaders. Whenever these individuals meet established qualifications, they are encouraged to become candidates for offices. However, some pupils who are acknowledged but unofficial leaders of large segments of the student body cannot meet some of the qualifications that have been determined by school advisers and administrators. Nevertheless these individuals exercise leadership because they possess certain characteristics commonly associated with leadership at the high school level (athletic ability, physical attractiveness, magnetism, sociability, intelligence).

In addition, these pupils may demonstrate such characteristics as assurance, daring, aggression, and defiance of authority. Such qualities are admired by their followers but are rejected by school authorities. These pupils have the unique role of simultaneously occupying a high status and a low status in the same environment. Leaders of this kind function outside the structure of student government and may direct their followers toward goals which are contrary to the purposes of the school program and detrimental to the welfare of the student body. Ways should be devised to bring these individuals within the framework of student government, to change the direction of their leadership, and to guide them into positive channels. There is no alternative if the Los Angeles City Schools are fulfilling their avowed primary

STUDENT ACTIVITIES PROGRAM

purpose "to help each learner to develop his potential capacity that he may make the most of himself as an individual and make his best contribution to society."¹

In some schools, a bicameral house of representatives has been established to provide a greater range of opportunities for pupils to develop constructive leadership. Qualifications for membership in the upper house are relatively high, but those for serving in the lower house are such that pupils who have not otherwise been eligible may become representatives. The upper house is composed of representatives from student government organizations. Representatives in the lower house are elected at large by pupils in homerooms or classes held during a designated period. This group provides an arena for the expression of a point of view which may not now be represented in student government. Certain responsibilities commensurate with their qualities of leadership may be given to members of the lower house.

Participation in student government can help those pupils who have exercised negative leadership to acquire a sense of responsibility and to influence their followers in a constructive way. Communication between school authorities and such individuals can be improved, and tension can be reduced. It is possible that service in the lower house may stimulate some of the "unofficial" leaders to qualify for membership in the upper house and to develop their leadership potential at a higher level of responsibility.

Suggested activities which would involve leadership in both houses are:

- Sponsorship of school betterment week
- Organization of anti-vandalism campaign
- Sponsorship of community beautification program
- Development of honor and sportsmanship codes

Conducting a Human Relations Conference

When carefully conceived and thoroughly planned, human relations conferences can help participants to develop a greater sense of justice and stimulate recognition that each person should be judged as an individual and given equal opportunities. A successful example of this type of activity is the Human Relations Conference at Los Angeles High School, which was sponsored by the California Association of Student Councils, District 20, and the Senior High School Principals' Association of the Los Angeles City Schools. Every high school in the city sent representatives to the conference which was held on Saturday and had as its theme "Building Wholesome Intergroup Understanding in the School."

¹*Point of View, op. cit., p. 11.*

STUDENT ACTIVITIES PROGRAM

Those who participated in the general session were the principal and student body president of the high school that initiated the conference and served as host; the president of the Senior High School Principals' Association, one of the sponsors; and the Associate Superintendent, Division of Secondary Education, who gave the keynote address. After an orientation by the conference coordinator, members were assigned to many small discussion groups to consider the following topics:

What can be done to build better communication between schools?

What can the school do to integrate the newcomer into the life of the school?

What can and should be done to bring about greater understanding between teacher and pupil?

What roles do clubs, including off-campus clubs, play in bringing about good inter-group relations?

What are the problems inherent in an integrated school?

How does one develop appreciation for the *cultural mores* of others?

What is the responsibility of a member of a minority group to integrate himself into the school setting?

What are some of the problems involved in intercultural dating among students?

What are some of the myths and stereotypes about minority groups? How do these myths come about?

How does the school set standards which maintain necessary conformity and yet foster individuality?¹

The student groups considered answers to these questions during morning sessions and then reconvened for further discussion after lunch. During the closing general session, the group discussions were summarized by a conference coordinator. He pointed out areas of agreement and disagreement and outlined student recommendations related to each of the topics listed.

Upon returning to their home schools, participants reported that the principal value of the conference was the opportunity it presented for representatives of racially homogeneous schools to become better acquainted with pupils of other races in an atmosphere which helped to shatter long-held, stereotyped beliefs.

¹Human Relations Conference Program, Los Angeles High School, Saturday, May 8, 1965.

ELEMENTARY AND SECONDARY SCHOOL

ART EDUCATION

The goals, processes, and content of art education in the elementary and secondary schools provide unique opportunities for teaching of values. Development of the concept of honesty and a reverence for the universal laws of order, balance, and unity are inherent in art education. The teacher regularly conducts activities which help to develop within the pupil sensitivity to the attitudes and values of other individuals. Each pupil is continually encouraged to express, through some visual art form, the values that he holds in highest regard.

INTEGRITY

Through a variety of art experiences, the pupil learns to:

Think independently and creatively.

Use materials harmoniously and honestly in terms of their inherent qualities and limitations.

Become dissatisfied with less than his best effort and devote time and energy in reaching the highest standards of individual achievement.

CERAMICS AND DESIGN CRAFT

Integrity is a basic part of any craftsman's creed. It receives major emphasis in art education. Perhaps nowhere else can this value be taught with more impact than in ceramics and design craft, in which honesty of design and an honest use of materials are essential.

Because of the growth of modern technology, there have been many attempts to use commercially manufactured materials out of context, such as plastic which looks like wood grain or glass and plaster formed to represent stone carving. In crafts and ceramics classes, the teacher readily can demonstrate that clay is not well used when a person tries to form a sculpture that could be done better in metal. He also can point out that leather and plastics have their unique qualities but are not substitutes for each other.

COURAGE

Through a variety of art experiences, the pupil learns to:

Present experiences and ideas in visual forms, uninhibited by the possible reactions of others.

ART EDUCATION

Persevere in developing skills which are requisite to expression and communication of ideas.

Challenge traditional techniques as he strives for more effective communication.

Evaluate honestly his work and the work of others, being content only with results that reflect the highest skill of which he is capable.

CARTOONING

Many pupils approach humor in art by trying to reproduce the cartoons which they have seen. Frequently, they copy Disney characters. In situations of this kind, the teacher leads a class discussion to point out that the original work is superior, no matter how well the characters have been copied. The teacher emphasizes that the pupil can analyze what makes cartoons funny — such as facial features, bodily actions, dialogue, or situation — and can apply what he has learned to his own drawing to arrive at original humor. Through this experience, the pupil develops integrity, courage, and self-reliance, as well as a deeper understanding of the value of humor in effective communication.

RESPONSIBILITY

Through a variety of art experiences, the pupil learns to:

Care for tools, materials, and equipment and to share their use with other members of the class.

Cooperate in achieving common goals, subordinating his own wishes when this is necessary to reach a legitimate consensus.

Contribute ideas and accept the suggestions of others.

DRAWING AND PAINTING

When several elementary school pupils work together in producing a group picture, they recognize the need for the cooperative sharing of tools and materials. They learn to help each other and increasingly respect the abilities of each individual.

In junior and senior high school drawing and painting classes, pupils learn that a drawing or painting is the personal statement of an artist and demonstrates his way of communicating. The artist, like the writer, must be more than a reporter. This approach to drawing and painting helps the pupil to realize that he is obliged to think about what he is doing when he has an opportunity to communicate. He learns to accept responsibility for his statements, whether they be aesthetic, social, or in any other realm of thought.

REVERENCE

Through a variety of art experiences, the pupil learns to:

Recognize and develop respect for the universal laws of order, balance, and unity.

Appreciate and respect the creativity of man and his many different kinds of creative expressions.

Elementary and secondary school pupils learn to enjoy art and to develop appreciation through an increased acceptance of a broad range of artists and their works. They view films and slides, use art books and magazines, and visit museums and galleries.

As a classroom activity, pupils develop an art file by collecting examples of all types of pictures, such as representative, abstract, nonobjective, and stylized. They develop appreciation for the work of others by looking at many kinds of pictures and learning something about the artists who created them. The teacher encourages pupils to express personal opinions about pictures and to recognize the value of certain qualities even though they may not react favorably to the whole picture. In this way, class members learn to respect the right of the individual to find his own unique way of expressing ideas and feelings. The teacher guides pupils to consider how each artist works in his own way by:

Comparing pictures of the same subject by different artists.

Comparing pictures created in different media: watercolor, oil, charcoal, crayon, collage.

Discovering that each artist uses tools in a different way.

Understanding that an artist's work reflects the time in which he lives.

Developing an appreciation of the creative efforts of others.

MUSIC EDUCATION

Throughout the history of civilization, man's instinctive craving for beauty, his aspiration to nobility and to idealism, and his natural urge to find contact with a spiritual force beyond himself and to become identified with it have been expressed through the fine arts in general and through music in particular. Thus, music has always been a means through which people can give expression to the values that have the highest significance for them; it, in turn, can communicate and emotionalize these values.

Music is an expression of feelings. A person's feelings are of the spirit. It follows, therefore, that the message of music is essentially spiritual. In this way, music provides a source through which our young people can develop such values. The remarkable power of music to arouse feelings places upon the teacher a special obligation to make certain that the music evokes associative ideas that are wholesome, constructive, and of genuine value.

Although the place of music in the curriculum is validated chiefly by its own unique nature as a communicative art, participation in choral and instrumental groups at all levels can contribute significantly to the development of a sense of responsibility and integrity. Such participation helps the pupil to realize that he can contribute to the group of which he is a part and that the group depends upon him for this contribution. He is helped also to realize that, as a member of the group he is obligated to make this contribution. The pupil's responsibilities are musical, but they also involve such characteristics as punctuality, regularity of attendance, and cooperation. In like manner, the demands of musical performance may develop a sense of integrity. The singer or instrumentalist discovers that music has its own integrity as an art that requires careful attention to quality of sound and to exactness of rhythm, tempo, and pitch. He also discovers that the integrity of music is violated if these matters do not receive adequate attention.

When the teacher of music generalizes upon the potential values in musical performance, he promotes their development in the lives of young people.

REVERENCE

Reverence is not a fact to be learned through intellectual inquiry. It is an attitude of the spirit when the inmost sanctuary of that spirit has been reached by a profoundly moving experience. Under appropriate circumstances, such an experience can occur in the classroom. Reverence is a feeling that reverberates through one's being when, in the presence of transcendent greatness or beauty, he is caught up in it, possessed by it, and becomes identified with it. Such an experience can fill one's being with a sense of wonder, beneficence, and grace that for a time lifts him above the routine of daily affairs and permits him to commune with the aesthetic and spiritual.

The pupil may develop a feeling of reverence from an experience with poetry, a great painting, a great drama, a fine work of architecture, or a magnificent stained-glass window. Some of the beauties of nature also may evoke a sense of reverence. In public education, the source of the reverence is less important than the fact that it is introduced into the lives of young people. There is some music which can evoke a feeling of reverence. Since such a feeling adds dimension and a sense of value to life, it becomes the privilege of the teacher to make the best possible use of the unique potentialities of music for this purpose.

"Lohengrin"

An example of a composition with this potentiality is the Prelude to Act I of Wagner's music-drama "Lohengrin." The following material regarding the Prelude is presented in the hope that it will be useful to teachers as it is and that it may suggest similar lessons. The Prelude has been used successfully in learning activities for pupils in Grades 5 through 12.

The music-drama bears the name of its hero, Lohengrin, who at one point near the end of the work declares himself to be the son of Parsifal. To find the legendary roots of this story, therefore, it is necessary to search out the origins of the Parsifal legend. They are ancient. In his monumental volume *The Wagner Operas*, Ernest Newman wrote:

The Legend, or complex of legends, seems to have been in a state of constant inner flux and of amalgamation with others. The widespread primitive folk tale of a brave, simple boy coming slowly to strength and wisdom becomes gradually inwrought with the conception of a Grail, which mysterious object is now one thing, now another. . . . The basic Gawain-Perceval legends seem to have been Celtic in origin. . . . As for the Grail element itself, the truth of the matter seems to be with the modern scholars who trace it back to some ancient fertility rite.¹

Some authorities claim to have found the origin of the legend in ancient Persia. Tracing the story from the time of its Celtic origin, Perceval gradually supplants Gawain in the legends as the quester for the Grail and is in turn supplanted by Lancelot, who is later replaced by Galahad: it is in this last form that the story comes to us in Malory's *Morte d' Arthur* . . . and in Tennyson's *Idylls of the King*.²

This last work contains a passage which provides so close a parallel with the orchestral Prelude to Wagner's "Lohengrin" that it is useful as a basis for the presentation of the music.

For, waked at dead of night, I heard a sound
As of a silver horn from o'er the hills . . .

¹Ernest Newman, *The Wagner Operas* (New York: Knopf, 1949), pp. 656-57, 660.

²*Loc. cit.*

MUSIC EDUCATION

... And the slender sound
As from a distance beyond distance grew ...
... O never harp nor horn,
Nor aught we blow with breath, or touch with hand,
Was like that music as it came; and then
stream'd thro' my cell a cold and silver beam,
And down the long beam stole the Holy Grail,
Rose-red with beatings in it, as if alive,
Till all the white walls of my cell were dyed
With rosy colors leaping on the wall;
And then the music faded, and the Grail
Past, and the beam decay'd, and from the walls
The rosy quiverings died into the night. ...¹

In the presentation of this music, it is suggested that the pupils read Tennyson's lines and discuss their meaning. As they listen to the music, they should follow the text of the poem to discover places in which the words seem to be appropriate to the sound of the music. Following the conclusion of the music, pupils should discuss it in terms of the poem, pointing out particular lines that seem to fit certain musical passages and giving reasons why the music seems to fit the words. These responses will be largely in terms of effects of pitch, dynamics, and instrumental tone color. Before replaying the recording in its entirety, the teacher may suggest that this is music with which each pupil may associate the loftiest concepts of which he is capable. Whatever it is he knows that is best, whatever he accepts as ideal, whatever he feels that is noble, he may associate with this music, for it is, in fact, expressive of these values. The final playing of the recording should be timed so that it concludes about 30 seconds before the end of the period. During that brief time, there should be no discussion and no sound.

Wagner's description of the Prelude to Act I is as follows:

Out of the clear blue ether of the sky there seems to condense a wonderful, yet at first hardly perceptible vision; and out of this there gradually emerges, ever more and more clearly, an angel host bearing in its midst the sacred Grail. As it approaches earth it pours out exquisite odors, like streams of gold, ravishing the senses of the beholder. The glory of the vision grows and grows, until it seems as if the rapture must be shattered and dispersed by the very vehemence of its own expansion. The vision draws nearer, and the climax is reached when at last the Grail is revealed in all its glorious reality, radiating fiery beams and shaking the soul with emotion. The beholder sinks on his knees in adoring self-annihilation. The Grail pours out its light on him like a benediction, and consecrates him to its service; then the flames gradually die away, and the angel host soars up again to the ethereal heights in tender joy, having made pure once more the hearts of men by the sacred blessings of the Grail.²

¹Alfred Lord Tennyson, "Idylls of the King," *The Poetic and Dramatic Works of Alfred Lord Tennyson* (Boston: Houghton, Mifflin, 1898), p. 402.

²Newman, *op. cit.*, p. 121.

MUSIC EDUCATION

SOME EXAMPLES OF COMPOSITIONS

The songs and recordings listed below are examples of selections which by words, musical content, or association of ideas are expressive of particular qualities which characterize important values.

SONGS—ELEMENTARY SCHOOLS

RESPONSIBILITY

Grade 2		Page
	<i>Music in Our Town</i>	"Father, We Thank Thee" 56
Grade 3		
	<i>Music Now and Long Ago</i>	"A Morning Hymn" 1

COURAGE

Grade 5		
	<i>Music in Our Country</i>	"Song of Destiny" 200
Grade 6		
	<i>Music Around the World</i>	"The Crusaders" 201 "Hear Us, Father, as We Pray" 234

INTEGRITY

Grade 5		
	<i>Music in Our Country</i>	"Creation's Morning Song" 13 "A Pledge" 222

REVERENCE

Kindergarten		
	<i>Birchard Music Series K Book</i>	"Thank You" 27 "Thanking God" 28 "Saying Grace" 28 "Thanksgiving" 70 "Away in a Manger" 72
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MUSIC EDUCATION

<i>Music for Early Childhood</i>		Page
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	"Sh' Ma Yisroel"	100
	"Saint Catherine"	101
	"Mary Had a Baby"	103
	"Silent Night"	114
Grade 1		
<i>Music Through the Day</i>		
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Grade 2		
<i>Music in Our Town</i>		
	"All Night, All Day"	28
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	"Long, Long Ago"	144
	"The Friendly Beasts"	146
	"Evening Prayer"	155
	"Father, We Bring Thee Our Praises"	156
Grade 3		
<i>Music Now and Long Ago</i>		
	"A Morning Hymn"	1
	"O Come, Little Children"	153
	"It Came Upon The Midnight Clear"	154
	"O Come, All Ye Faithful"	155
	"Sing to God in Joyful Voice"	173
Grade 4		
<i>Music Near and Far</i>		
	"For the Beauty of the Earth"	1
	"Now All the Woods Are Sleeping"	88
	"We Gather Together"	162
	"O Come All Ye Faithful"	168
	"The First Noel"	174
	"O Little Town of Bethlehem"	175
	"Faith of Our Fathers"	182
	"Day Is Done"	184
	"Oh Worship the King"	186
Grade 5		
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LOVE	
Kindergarten	
<i>Birchard Music Series K Book</i>	
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Grade 1	
<i>Music Through the Day</i>	
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<i>Music In Our Town</i>	
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MUSIC EDUCATION

Grade 6		Page
<i>Music Around the World</i>	"Hear Us, Father, As We Pray"	234

SONGS—JUNIOR HIGH SCHOOL

RESPONSIBILITY

<i>The American Singer, Book 8</i>	"At the Lincoln Memorial"	234
<i>Singing America</i>	"The Vision"	127

COURAGE

<i>Birchard Music Series, Book 7</i>	"Song of Hope"	66
<i>Green Book of Songs</i>		68
<i>Birchard Music Series, Book 8</i>	"Fear Not That You Walk Alone"	158
<i>Singing Juniors</i>	"Follow the Gleam"	115
<i>The American Singer, Book 8</i>	"My Creed"	66
<i>Singing Teen-Agers</i>	"I Would Be True"	128
<i>Sing Out!</i>	"Chester"	16
<i>The New American Song Book</i>		63
<i>Sing Out!</i>	"On, O Thou Soul"	128

INTEGRITY

<i>The American Singer, Book 7</i>	"Integer Vitae"	174
<i>Singing Teen-Agers</i>		126
<i>Green Book of Songs</i>		121
<i>Singing Teen-Agers</i>	"Once to Every Man and Nation"	127

MUSIC EDUCATION

REVERENCE

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<i>The American Singer, Book 7</i>	"The Lord Is My Shepherd"	222
<i>Singing Teen-Agers</i>		157
<i>Singing Youth</i>	"Adoramus Te"	146
<i>Troubadours</i>		145
<i>The American Singer, Book 8</i>	"Panis Angelicus"	51
<i>Troubadours</i>	"Night Shadows Falling"	36
<i>Singing America</i>	"Now All the Woods Are Sleeping"	114
<i>Troubadours</i>	"Vesper Hymn"	136
<i>The New American Song Book</i>	"Deep River"	23

LOVE

<i>Birchard Music Series, Book 8</i>	"Simple Gifts"	146
<i>Singing Juniors</i>	"My Task"	118
<i>Singing Juniors</i>	"O God, Whose Law Is in the Sky"	139

JUSTICE

<i>Birchard Music Series, Book 7</i>	"Not Alone for Mighty Empire"	86
<i>Singing America</i>		118
<i>Birchard Music Series, Book 8</i>	"America the Beautiful"	46
<i>Birchard Music Series, Book 8</i>	"America" (Bloch)	48
<i>Singing Juniors</i>	"The American Hymn"	123

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RESPONSIBILITY

<i>Gentlemen Songsters</i>	"A Song of Free Men"	26
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MUSIC EDUCATION

COURAGE

<i>Five Centuries of Choral Music</i>	"Chester"	Page 112
<i>The New American Song Book</i>		63

INTEGRITY

<i>Green Book of Songs</i>	"Integer Vitae"	21
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REVERENCE

<i>Five Centuries of Choral Music</i>	"Adoramus Te"	122
<i>Five Centuries of Choral Music</i>	"Ave Verum Corpus"	9
<i>The New American Song Book</i>	"Deep River"	23
<i>Five Centuries of Choral Music</i>	"O Magnum Mysterium"	125
<i>American Music Horizons</i>	"Silent Devotion"	54

LOVE

<i>World Music Horizons</i>	"I Vow to Thee, My Country"	186
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RECORDINGS—JUNIOR AND SENIOR HIGH SCHOOL

RESPONSIBILITY

Mozart, "The Magic Flute"	Record No. DGG 18267-9 London 5477
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COURAGE

Beethoven, "Coriolanus Overture"	Victor 2343
Beethoven, "Egmont Overture"	Victor LM-1834
Mozart, "The Magic Flute"	DGG 18267-9 London 5477
Copland, "A Lincoln Portrait"	Columbia ML-5347
Rossini, "William Tell Overture"	Victor LM-1986 Victor LM-2040

REVERENCE

Bach Cantata No. 50, "Nun Ist das Heil und die Kraft"	Bach 555
Barber, "Adagio for Strings"	Columbia ML-5624 Mercury 50148
Bloch, "Sacred Service"	Columbia ML-5621
Bloch, "Schelomo"	Victor LM-2109
Britten, "Hymn to the Virgin"	London Argo 340
Bruch, "Kol Nidrei"	DGG 18669
Bruckner, "Te Deum"	Columbia ML-4980
Dvorak, "Biblical Songs"	DGG 18644
Faure, "Requiem"	Capitol P-8241
Handel, "Dettingen Te Deum"	Angel 36194
Haydn, "Te Deum"	DGG 19398
Lassus, "Seven Penitential Psalms"	DGG ARC 3134/5
Messiaen, "Trois Petites Liturgies de la Presence Divine"	Columbia ML-5982
Mozart, "Ave Verum Corpus"	Victor LM-1117
Palestrina, "Supplicationes"	Cambridge 405
Respighi, "Laud to the Nativity"	Capitol P-8572
Stravinsky, "Symphony of Psalms"	Columbia ML-4129
Tallis, "Church Music"	London Argo 237
Tallis, "Lamentations of Jeremiah"	Decca 9404
Tchaikovsky, "Divine Liturgy of St. John Chrysostom"	Westminister 18727
Thompson, Randall, "Alleluia"	Cambridge 403
Vaughn Williams, "Fantasia on a Theme of Thomas Tallis"	Angel 36101
Verdi, "Te Deum"	Victor LM-1849
Vivaldi, "Gloria"	Angel 36003
Wagner, Prelude to Act I, "Lohengrin"	Victor LM-6020
Wagner, "Good Friday Music from Parsifal"	Victor LM-6020

MUSIC EDUCATION

Christmas Hymns and Carols (Robert Shaw Chorale)	Victor LM-2139, Vol. 1
Christmas Hymns and Carols (Robert Shaw Chorale)	Victor LM-1711, Vol. 2
Great Sacred Choruses (Robert Shaw Chorale)	Victor LM-1117
Mighty Fortress (Robert Shaw Chorale)	Victor LM-2199

LOVE

Beethoven, "Lenore Overtures 1, 2, and 3" Angel 35258

(The Opera "Fidelio" tells of the faithfulness of wife and husband through great danger and separation, their eventual reunion through faith in God, and the sincerity of their loyalty and loving devotion which assures their ultimate happiness.)

JUSTICE

Copland, "A Lincoln Portrait" Columbia ML-5347

HEALTH EDUCATION AND HEALTH SERVICES

Public health is the foundation on which reposes the happiness of the people and the power of a country.

Disraeli

The role of values in determining both private and public health is emphasized by this definition: "Health is a state of complete physical, mental, and social well-being, and not merely the absence of disease."¹ The family and the school must cooperate in helping citizens to learn to value the maintenance and preservation of health and human welfare in its many aspects. Knowledge of appropriate health practices is not in itself sufficient to assure physical, emotional, and mental health; these depend to a great extent upon the individual's attitude toward his own health and the health of others. The home and the school, in concert with the medical community, cooperate to prevent and correct disease and to control its spread. Through problem-solving experiences which arise in health education classes, and through health services programs, pupils are helped to develop:

Knowledge and appreciation of the relationship of health to one's own personal values

Sincere concern for the health and welfare of himself and others

Appreciation of the family as a basic social unit in our society, and awareness of the responsibilities in family living

Appreciation of the relationship of optimum health to individual achievement and successful adjustment in society

Wholesome attitudes toward healthful behavior

Constructive attitudes which are conducive to emotional health and adjustment

Awareness of the values of periodic health appraisal and the value of seeking appropriate professional care of defects identified

Understanding of the relationship between prevention and control of communicable disease and public welfare

Awareness of public health problems as they relate to both the individual and the population as a whole

¹*Guarding the Health of Pupils: Guidance for Teachers* (1963 Revision—Los Angeles City Schools: Publication No. 367), p. 4.

HEALTH EDUCATION AND HEALTH SERVICES

Appreciation of the contribution of professional, official, and voluntary agencies in public health protection

Understanding of the relationship of a healthful environment to physical and emotional health

An understanding of the dangerous physiological, psychological, and sociological effects resulting from the illegal use of narcotics and other dangerous drugs

Accurate understanding of the effects of the misuse of alcoholic beverages on the individual and on society

The total program of school health education and services reinforces and supplements home and community efforts to teach and to guide the individual in making decisions based on those values which will protect and enhance his own health, the well-being of his community, and the welfare of future generations.

INDUSTRIAL EDUCATION

In the elementary schools, classroom teachers may use construction to develop the values of integrity, responsibility, and respect for law and order. Pupils learn integrity through study and research which precedes many industrial arts activities. Models which they construct should faithfully reproduce the scale and design of the original insofar as is possible. Pupils may learn intellectual honesty through the teacher's demands for careful study and attention to detail. The teacher may help the pupil to develop an attitude of responsibility by helping him to realize that construction activities are important to the success of a lesson and that many other pupils will benefit from his work if it is well done. The pupil also should be helped to recognize that his failure to do his best work will be detrimental to others in his group. As pupils learn to abide by established standards for the care of materials and tools, they will develop attitudes of respect for law and order.

Secondary School industrial education teachers are engaged in a kind of instruction that emphasizes the development of values as a guide to conduct in the daily life of the pupil and in his preparation for the world of work. Teachers emphasize values by making them an appropriate part of instructional presentations and involving them in day-to-day learning activities in the school shop.

A day's work for a day's pay, recognition of worth and abilities, respect for excellence, honesty of effort in individual accomplishments, loyalty to standards of the craft, and recognition of differences and insights into personal and group conduct are examples of the many values that are made meaningful through the instructional program.

Teachers assist and guide pupils in developing self-discipline and a feeling of responsibility for the consequences of individual conduct, self-reliance, voluntary co-operation in routine duties, and acceptance of responsibility.

JUNIOR COLLEGE

The development of sound attitudes and value judgments is a matter of common concern in an age of accelerating change, bigness, population growth, automation, occupational shifts, migration, mass leisure, cold war psychology, and the menace of ethnocentrism. In such a time of uncertainty, college students are not reluctant to search for values. Already they are at an age when they grope for a framework that will give meaning to their existence. Without pressure, they seek courses which emphasize art, music, speech, literature, philosophy, foreign languages, social science, personal and social adjustment, marriage and family life, and the world's great religions.

At the same time, the Master Plan for Higher Education in California provides that the public junior colleges shall prepare students to live effectively as persons, as members of families, as citizens, and as workers. The colleges of the Los Angeles City Junior College District meet this responsibility through the curriculum and student personnel services. The democratic and cultural atmosphere of the campus environment also contributes to the achievement of this purpose.

College staffs recognize that many of the persons who enroll were not born in the Los Angeles area, nor even in California, but are representatives of the mobility that characterizes all aspects of modern American life. Consequently, faculty members have a genuine concern for the general education of the student. This concern has resulted in the provision of curricula, counseling services, and advisory services that have brought forth workable general education patterns. The definition of general education which has evolved is as follows:

General education is a continuing process that properly involves the whole individual. Its entire purpose is to enable the individual to take a creative, productive, and responsible place in society. Such education will provide him with that general knowledge which will assist him to:

Understand and appreciate his own and other cultures.

Take an intelligent part in those community activities through which he can realize his obligations to as well as his privileges in a democratic society.

Understand both the physical and emotional aspects of the individual.

Provide for himself leisure-time activities which are socially, as well as intellectually, rewarding.¹

Responsibility for providing these skills, attitudes, and understandings is shared by both the colleges and the agencies of the larger community. In the context of this responsibility, the college should provide opportunities for the student to practice a dispassionate and intellectually detached analysis of the controversial issues that

¹East Los Angeles College Catalog 1965-66 (Los Angeles City Schools, 1965), p. 12.

JUNIOR COLLEGE

face every citizen. The colleges can fulfill their part of this responsibility by offering to students a balanced program of courses in the social and natural sciences, the humanities, communications, and social and personal fitness.

College staffs believe that each course contributes in some way to the goals of general education. This viewpoint has validity in that the average student has educational or economic objectives which are often narrow in scope. Elective courses in fields other than the student's major therefore help to fulfill the aim of providing a general education. For example, for the student in philosophy, a course in computer technology is broadening and educative generally, inasmuch as he learns the practical applications of logic and speculative thought. Any course that extends the knowledge of the student beyond those narrow frontiers of his declared "training major" belongs properly to general education.

At the same time, however, colleges do not leave the acquiring of a general education to chance. The pattern of lower division requirements for entrance into the state colleges, private colleges and universities, and the state university assures that the transfer student receives more than the minimum requirements in general education. Graduation requirements for the Associate in Arts Degree assure that every student, regardless of occupational objective, receives instruction in those courses which will help to develop a sense of freedom, dignity, character, national consciousness, and integrity.

ADULT SCHOOL

Adult schools in the Los Angeles city school system have a unique opportunity and a parallel responsibility to inculcate, nurture, and develop values in students. It is the responsibility of these schools to help students to:

Recognize that their actions are determined by their value systems.

Clarify the values which they have developed.

Analyze the contribution of these values to their lives.

Substitute, where desirable and possible, values which will permit them to achieve greater happiness and success and to make greater contributions to the many social units of which they are members.

The unique opportunity of the adult schools to help students to develop socially desirable values arises, in part, from the special nature of the student body. In contrast to the elementary and secondary schools, where pupils are somewhat similar in age and, within broad limits, have had similar types of educational experiences, adult school students represent a wide diversity of ages, abilities, talents, and beliefs. The Los Angeles city adult schools provide a common meeting place for persons of varied ethnic, economic, geographic, religious, and social backgrounds. Here, adults work toward mutual purposes and have an opportunity to develop an appreciation for the constructive values which characterize effective community life. Because most adult school students also are parents, wage-earners, voters, and members of community groups, their beliefs and actions influence directly children and youth, as well as neighbors and associates. There is, therefore, a marked opportunity for many adult school teachers to effect change in the philosophies of many persons as these students examine their own values and move, in many instances, toward a major change in attitude and behavior. In addition to the special nature of the student body, the curriculum has unique characteristics. Conducted on a distinctly adult level, the curriculum includes:

Effective counseling and guidance

Regular high school subjects leading to the high school diploma

An elementary school educational program

Vocational courses

Americanization and citizenship classes

Business education

Homemaking education

Courses relating to the needs and problems of retired persons

Health and physical education classes and activities

Music and fine arts classes and programs

ADULT SCHOOL

Adult school personnel recognize the importance of values as the basis of good character and of effective citizenship. They are concerned with developing those personal attributes which enable men and women to live honorably and harmoniously with their fellows. Integrity, courage, responsibility, justice, reverence, love, and respect for law and order become more than mere words when meanings are developed by both precept and example. In every subject and learning situation, adult school teachers seek to demonstrate the application of these qualities in everyday situations. Although connotations can be explained by an instructor in an academic class, the values are most readily assimilated and attitudes most readily modified through group interaction. The varied offerings of the adult school curriculum encourage this growth. A climate is provided in adult school in which students recognize and accept the differences in other persons and the right of each individual to be different, thus offering opportunity to practice the most elemental forms of justice.

Here, too, as men and women study the history of our country at many different academic levels and in many different aspects, they have an opportunity to see the impact upon our nation of the lives and actions of men whose integrity and moral courage are unquestionable. Such opportunities are of immense value to the young adult, still in his formative years, to measure himself and his attitudes toward these great leaders.

The concepts of integrity and responsibility may be developed, for example, in industrial and business education courses. Here persons who have enrolled either to increase their competence in their occupation or to develop new skills may explore with experts the attitudes which make for success in a specific activity and come to learn that both success in a career and personal satisfaction derive from being honest with others and with oneself.

The concept of love may be demonstrated and developed in many different parts of the curriculum. A primary opportunity is provided in the interrelationships which exist among teacher and class. The teacher may evidence his respect for humanity and for the right of every individual to be different and to hold his own beliefs so long as the rights of others are not infringed. In homemaking education, which includes the broad field of parent and family life education, are countless opportunities for both women and men to learn the almost limitless influence of their own values and attitudes upon their children. Many persons may find opportunities to express their values in fine arts and crafts courses.

Reverence may be increased as persons share ideas and discuss their beliefs under the skilled guidance of adult school teachers. The lecture and forum program provides experiences which may stimulate analysis of one's own beliefs in the realm of the spiritual.

Many people find the courage to face the world of business through training provided in vocational and business education courses. Others find encouragement through the lives of individuals whom they study in the elementary school educa-

ADULT SCHOOL

tion, high school diploma, or Americanization and citizenship classes. Persons of advanced years may renew their spirit through the courses designed to meet their specific needs.

Experience has shown that many students who have attended the Los Angeles adult schools have gained in respect for law, order, and authority. These adults also gain a better understanding of the difference between individual freedom and unlimited "self-expression" and between desirable and necessary legal limitation of their actions and complete suppression or dictatorship. They also learn that loyal Americans may differ in judgment and hold widely differing opinions. They learn to analyze materials heard or read as they search for truth in many different academic areas. Through this search, and through participation in lecture and forum activities, students gain an understanding of the difference between the right of access to different ideas and the practice of censorship.

Teachers are referred to the many suggested learning activities described in the sections which were developed for assistance in the elementary and secondary school programs. These suggestions will be helpful to the adult teacher with only the necessary adaptations in terms of experience and maturity of students.

PART IV

**SUGGESTIONS FOR
STAFF READING
AND STUDY**

INTRODUCTION

In this section, teachers and other staff members will find suggestions for reading, study, and discussion related to the development of values. Book titles, magazine references, and quotations for discussion are listed. Some of the items were submitted by teachers when participating in the city-wide survey of school and college personnel which was conducted in conjunction with the preparation of this publication. Other references, both for pupil and staff use, appear in a bibliography to accompany this guide being issued by the Library Section, Instructional Aids and Services Branch.

The teacher who strengthens the character development of pupils makes this aspect of instruction a vital, functioning part of daily classroom activities. Assistance in achieving this purpose can come from individual and group study and from exchanges of ideas, information, and experiences. Examples of individual and group projects designed to help sharpen individual awareness of the importance of values are described on the following pages. Through participating in these projects, individuals and groups may be helped to:

Increase insight into the developmental needs and characteristics of pupils and their relationship to character development and to gain understanding of the ways in which values and attitudes develop and function.

Think critically about the values that should be encouraged in pupils and in our society in terms of the kinds of citizens whom the schools seek to develop.

Study methods and materials used in promoting values, attitudes, and human relationships and to make more common and more effective the use of the vocabulary of values.

Broaden our knowledge of areas related to character development, such as discipline, learning, motivation, marking practices, aesthetics, creativity, critical thinking, mental health, promotion, co-curricular activities and human relationships.

Continue exploration of the meaning of education, its unsolved problems, the teacher's role in today's world, and the art of teaching.

Increase our knowledge of the many cultures contributing to the society in which we live and of the society's values, strengths, conflicts, current concerns, and possible future demands which will affect pupils.

EXAMPLES OF INDIVIDUAL AND GROUP PROJECTS

OBJECTIVE: To increase insight into the developmental needs and characteristics of pupils and their relationship to character development and to gain understanding of the ways in which values and attitudes develop and function.

SUGGESTED ACTIVITIES:

Discuss the following quotations:

An adult may handle specific situations in terms of a general principle; but a child handles general principles in terms of a specific situation.¹

A child with good early training in thinking about the reasons for things and about approaching problems reasonably will manage situations during adolescence and in later life which, to another person, will seem so many blank walls—before which to give up, or against which he will beat in futile protest and argument. . . .²

Study and discuss *Child Psychology*,³ particularly the sections entitled:

Social and Individual Origins of the Self

The Meaning of Emotion

Moral Development and Religion

In Defense of Pride

Read *Dynamics of Child Development*.⁴ Note particularly Discipline versus Self-Discipline, pp. 87-91; The Earmarks of Good Discipline, pp. 91-92; and Danger of Verbalism in the Teaching of Values, pp. 388-390.

Read *The Basic Needs of the Child*, and study the implications of this comment:

With so many children exposed to a destructive, disturbing and often brutal experience of authority, it is not difficult to understand how so many adults are living with persistent feelings of fear, resentment, and hostility, born of these early childhood lessons. Nor is it difficult to understand how frequently these adults are engaged in all manner of activities that are primarily directed to sabotaging others, blocking and frustrating others, thereby finding a disguised

¹Henry Enoch Kagan, "Teaching Values to Our Children," in *Values and Ideals of American Youth*, Eli Ginzberg, ed. (New York: Columbia University Press, 1961), p. 262.

²Helen Flanders Dunbar, *Your Child's Mind and Body: A Practical Guide for Parents* (New York: Random House, 1949), p. 150.

³Arthur T. Jersild, *Child Psychology* (Fifth Edition. Englewood Cliffs, N. J.: Prentice-Hall, 1960).

⁴Horace B. English, *Dynamics of Child Development* (New York: Holt, Rinehart, and Winston, 1961).

release for these persistent feelings that they have carried from their childhood experience.¹

For one guide to reading in the field of character development, refer to the bibliography in *Course Outlines, Parent Education* (1963 Revision. Los Angeles City Schools: Division of College and Adult Education). Note particularly the sections on Social Development, Emotional Development, Discipline, Interpreting Life Events, Family Relationships, and Individual and Family Goals and Values.

OBJECTIVE: To think critically about the values that should be encouraged in pupils and in our society in terms of the kinds of citizens whom the schools seek to develop.

SUGGESTED ACTIVITIES:

Discuss the implications of the following:

A major question for us all in these days of rapid and extensive change is how we can make it possible for young people to think in a culture where there is much to discourage thought; how we can provide the opportunity for reflection in a culture that regards action as one of the main criteria of success; how we can ensure creativity in a society that places so much importance on material possessions.²

Consider such ideas as "The capacity for appropriate change is a prerequisite for survival of any form of life in new circumstances . . . Every society unable to adjust dies out" and "We have not yet accepted full responsible membership in the human race."³

The following excerpt from an issue of the *Newsletter* of the Pittsburgh, Pa., Public Schools may stimulate appraisal of the issue of worship in the schools:

When all is said and done, the opening exercises, before and after the Supreme Court decision, are concerned with *values*. These values now take on a potential of broader and deeper dimensions. We can teach the brotherhood of man without actual use of the Scripture; we can teach integrity without ritual; we can teach the ethic of love without prayer. And there remain many other values woven through our narrative literature, our poetry, our biographies, our music, our art that present a vast opportunity for the constructive uses of these precious five minutes a day. These five minutes become something over 250 hours in the years the child is with us.⁴

¹Lawrence K. Frank, "The Basic Needs of the Child," *Mental Health in the Classroom*, 13th Yearbook of the Department of Supervisors and Directors of Instruction, (Washington, D. C.: National Education Association, 1940), Chapter 1.

²Leonard W. Mayo, "Moral Strength," *Conference Proceedings, White House Conference on Childhood and Youth* (Washington, D. C.: U. S. Government Printing Office, 1960), p. 112.

³"Rigidity of Conscience Declared Destructive" (*Los Angeles Times*, Section B: Nov. 17, 1963), p. 9.

⁴Pittsburgh (Pa.) Board of Public Education, *Newsletter* XVIII:2 (Oct. 1963), pp. 1-2.

The following questions may guide faculty discussion:

1. How can there be such a thing as a school's "philosophy"? Can it be expressed adequately?
2. How can the values of an individual teacher or faculty be furthered in practice?
3. What aspects of a teacher's relationships with pupils, parents, and other staff members reflect respect for individual worth and dignity?
4. How can the school and individual teacher work with the community in helping pupils to develop personal value systems representative of our society?
5. How can a school communicate through practice its philosophy of values to pupils and the community?

OBJECTIVE: To study methods and materials used in promoting values, attitudes, and human relationships and to make more effective and more common the use of the vocabulary of values.

SUGGESTED ACTIVITIES:

Study and discuss these quotations:

Most of our attempts to teach morality and other required behaviors make the mistake of skipping the first step—that of concrete behavior. If you want your child to be generous, arrange things so that he will *act* generously—and experience satisfaction from doing so.¹

. . . if moral and spiritual values are to be real and vital in the lives of children and young people they must be *experienced* . . . Normal learning begins in experience and ends in experience. Ways of acting are the outcome of dealing with concrete and specific situations.²

The school has a responsibility in making available a variety of experiences in which there are opportunities to apply codes and judgments regarding conduct which the child has accepted and which are satisfying. Such experiences will provide challenges within his range of ethical maturity.³

¹English, *op. cit.*, p. 390.

²William Clayton Bower, *Moral and Spiritual Values in Education* (Lexington, Ky.: University of Kentucky Press, 1952), pp. 61-62.

³Cecil V. Millard, *Child Growth and Development* (Boston: D. C. Heath, 1958), p. 356.

Havighurst and Taba¹ state that character is developed through:

Reward and punishment

Unconscious imitation

Reflective thinking

Study the concepts expressed by these authors concerning the development of character. Evaluate them in terms of their helpfulness to the classroom teacher.

Read *Images of Man* and analyze the authors' philosophy of education as reflected in their choices of categories for study: Others, Ourselves, Love, Evil, Success, and Faith.² Note the following quotation from the Preface:

We have prepared this book of readings in English literature for teachers who believe in their subject matter, in their students, and in themselves; and for students who want the best their literary heritage can bring them as insight into what it means to be a responsible human being.

Review the problem of definition of terms. Words dealing with abstract concepts like values are particularly difficult to define.

Consider the following sample definitions to stimulate further study and clarify concepts:

Attitude: A persistent disposition to act either positively or negatively toward a person, group, object, situation, or value.

Appreciation: Recognition through the senses, especially with delicacy of perception; specifically, sensitive awareness of worth or especially aesthetic value.

Altruism: Uncalculated consideration of, regard for, or devotion to others' interests, sometimes in accordance with an ethical principle.

Character: The complex of accustomed mental and moral characteristics and habitual ethical traits marking a person, group, or nation or serving to individualize it.

Cooperation: Association of persons for their common benefit; collective action for common well-being or progress.

Courage: Mental or moral strength enabling one to venture, persevere, and withstand danger, fear, or difficulty firmly and resolutely.

¹Robert J. Havighurst and Hilda Taba, *Adolescent Character and Personality*, (New York: John Wiley, 1949).

²Robert W. Boynton and Maynard Mack, *Images of Man* (Englewood Cliffs, N. J.: Prentice-Hall, 1964).

Ethics: The discipline dealing with what is good and bad or right and wrong or with moral duty and obligation.

Ethical: Being in accord with approved standards of behavior or a socially or professionally accepted code: moral.

Ideal: A standard of perfection, beauty, or excellence believed to be capable of realization or attainment.

Integrity: An uncompromising adherence to a code of moral, artistic, or other values; utter sincerity, honesty, and candor; avoidance of deception, expediency, artificiality, or shallowness of any kind.

Justice: The quality or characteristic of being just, impartial, or fair: fairness, integrity, honesty.

Moral: Of or relating to principles or considerations of right and wrong action or good and bad character: ethical.

Prejudice: Preconceived judgment or opinion: leaning toward one side of a question from other considerations than those belonging to it: unreasonable predilection for or objection against something.

Responsibility: Moral, legal, or mental accountability; reliability, trustworthiness.

Spiritual: Relating to religious or sacred matters, of or relating to the moral feelings or states of the soul: reaching and affecting the spirit.

Value: Something (as a principle, quality, or entity) intrinsically valuable or desirable.

Respect: High, special, or deferential regard.

Love: An active, virile quality which gives to every other quality its warmth, gentleness, tenderness, compassion, kindness, and thoughtfulness.

Reverence: Treating with honor, respect, and veneration.

OBJECTIVE: To broaden our knowledge of areas related to character development, such as discipline, learning, motivation, marking practices, creativity, critical thinking, mental and emotional health, promotion, co-curricular activities, and human relationships.

SUGGESTED ACTIVITIES:

Express your opinions regarding the relationship of aesthetic values to moral and spiritual values. Evaluate the quotation below in terms of your beliefs.

Read and discuss *The Sense of Beauty*, by George Santayana, from which comes the following quotation:

The relation between aesthetic and moral judgments, between the spheres of the beautiful and the good, is close, but the distinction between them is important. One factor of this distinction is that while aesthetic judgments are mainly positive, that is, perceptions of good, moral judgments are mainly and fundamentally negative, or perceptions of evil. . . .¹

Study "The Meaning of Beauty" in the anthology *An Introduction to Philosophy Through Literature*.² Although this material is intended for college use, many selections are appropriate for advanced students in senior high school. The excerpt from Walt Whitman's "Carol of Occupations" may help stimulate academic and creative students to think about the purposes of life.

Read and discuss this excerpt from *Emotion and the Educative Process*, by Prescott:

. . . some of us have had aesthetic experiences that seemed to make more real to us both earlier and contemporary cultures. These experiences have assisted us in crystallizing our concepts and attitudes, have made us respect others and feel sympathy and toleration for them while finding pleasure in advancing in the stream of our own culture—but we do not know that the aesthetic arts can render the same service to a majority.³

Study ways in which aesthetic experiences can effectively be incorporated in the course content of your particular subject field. In what ways can teachers reach—if not the majority—a growing number of pupils through such aesthetic experiences?

OBJECTIVE: To stimulate among teachers discussions about the meaning of education, the role of the teacher, and contemporary problems of education.

SUGGESTED ACTIVITIES:

Discuss the implications of the following:

If we are really serious about equality of opportunity, we shall be serious about individual differences, because what constitutes opportunity for one man is a stone wall for the next. If we are to do justice to the individual we must seek for him the level and kind of education which will open *his* eyes, stimulate *his* mind and unlock *his* potentialities.⁴

¹George Santayana, *The Sense of Beauty* (New York: Scribners, 1896), pp. 19-20.

²Robert C. Baldwin and James A. S. McPeak, *An Introduction to Philosophy Through Literature* (New York: Ronald Press, 1950), p. 43.

³Daniel Alfred Prescott, *Emotion and the Educative Process* (Washington, D. C.: Council on Education, 1938), p. 225.

⁴*The Pursuit of Excellence*, Rockefeller Brothers Fund, Special Studies Project Report V (Garden City, N. Y.: Doubleday, 1958), p. 32.

Evaluate the statement of John H. Fischer, president of Teachers College, Columbia University, at the 15th annual meeting of the American Association of Colleges for Teacher Education when he described the good teacher as "one who is alive with living thoughts" and as characterized by the following:

He has the ability to work responsibly and productively in the academic discipline. He respects imagination. He is deeply concerned with the creative capacities of human beings. He is fluent in the use of language, but receptive to nonverbal forms of expression. He has the professional knowledge and technical skill required of the artist in any vocation. He is a multiplier, increasing or decreasing the effect of every other factor in a child's education.¹

Review this statement of John Ruskin's:

Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth the shapes of letters and the tricks of numbers, and then leaving them to turn their arithmetic to roguery, and their literature to lust . . . It is a painful, continual, and difficult work to be done by kindness, by watching, by writing, by precept, and by praise, but above all—by example.

Note that James B. Conant identifies four components in the intellectual equipment that is prerequisite to the development of teaching skill:

The democratic social component, essential to teaching for social responsibility.

Interest in the way behavior develops and knowledge about the processes by which social behavior emerges.

A sympathetic knowledge of the growth of children.

Knowledge of the principles of teaching.²

These may suggest areas for study by teachers in grade-level or departmental meetings.

Consider the varied roles of the teacher as described in *Society and Education*.³ One of these is "as a surrogate of middle-class morality." Read "Part Four—The Teacher," particularly the section on the teacher as a socializing agent in Chapter 18, "The Teacher in the Classroom."

¹*The Shape of Education for 1963-64* (Washington, D.C.: National Education Association, 1963), pp. 35-37.

²James B. Conant, *The Education of American Teachers* (New York: McGraw-Hill, 1963).

³Robert J. Havighurst and Bernice L. Neugarten, *Society and Education* (Boston: Allyn and Bacon, 1950), pp. 459-556.

Read *Why Teach?*, and discuss the many provocative facets of the profession of education which have been depicted by more than one hundred writers.¹

Read *Helping Children to Be Better Citizens*, with particular attention to Chapter Two: "Teaching as an Adventure in Human Relations" and Chapter Three: "The Need for the Right Kind of Love."²

Study the following list of criteria developed by the participants in the follow-up conference to the White House Conference on Children and Youth, which was held in 1960. Evaluate the activities, procedures, program, and philosophy of your school and classroom in terms of these educational "rights."

A school where he is welcome.

A teacher who attempts to understand him as he is and may become.

A broad and deep curriculum personalized to his needs.

An environment which stirs his curiosity and causes him to think, preparing him to meet each change the present and the future hold.

Materials which he finds useful for his purposes.

Experiences which help him grow in self-respect and service to mankind.

Evaluation of his progress on the grounds of his intrinsic human worth.³

OBJECTIVE: To increase our knowledge of the many cultures contributing to the society in which we live and of the society's values, strengths, conflicts, current concerns, and possible future demands which will affect pupils.

SUGGESTED ACTIVITIES:

Read *If Christmas Brings Conflict* by the National Conference of Christians and Jews, with particular attention to sections such as "Some Steps to Take," and "Prevention Is Better Than Cure."⁴

¹D. Louise Sharp, *Why Teach?* (New York: Henry Holt, 1957).

²Anna Wiecking, *Helping Children to Be Better Citizens* (Minneapolis: T. S. Denison, 1960), pp. 15-31.

³Inside cover of *Implications for Elementary Education, Follow-up of the 1960 White House Conference on Children and Youth* (Washington, D. C.: U. S. Government Printing Office, 1961).

⁴Allyn P. Robinson, et al, *If Christmas Brings Conflict* (New York: National Conference of Christians and Jews, 1962).

Read *Curriculum Development: Theory and Practice* with particular attention to Chapter 3, "The Analysis of Society," including "The Implications for the Role of Education" and Chapter 10, "Social and Cultural Learning."¹

Read *Youth: Change and Challenge*, which includes a number of chapters pertinent to this study:²

Kaspar D. Naegele, *Youth and Society: Some Observations*, pp. 43-63

Bruno Bettelheim, *The Problem of Generations*, pp. 64-92

Talcott Parsons, *Youth in the Context of American Society*, pp. 93-119

Kenneth Keniston, *Social Change and Youth in America*, pp. 161-187

Read *Human Behavior*,³ "the first comprehensive attempt to summarize what social scientists believe they have substantiated about the way human beings behave." Much material for serious study appears in the following chapters:

Chapter 10: Institutions

Chapter 11: Social Stratification

Chapter 12: Ethnic Relations

Chapter 14: Opinions, Attitudes, and Beliefs

As a group, study ways of resolving conflict constructively, perhaps using resource persons from the School Guidance Center.

¹Hilda Taba, *Curriculum Development: Theory and Practice* (New York: Harcourt, Brace, and World, 1962), pp. 31-46, 130-147.

²Erik H. Erikson, ed., *Youth: Change and Challenge* (New York: Basic Books, 1963).

³Bernard Berelson and Gary A. Steiner, *Human Behavior: An Inventory of Scientific Findings* (New York: Harcourt, Brace and World, 1964), pp. 383-525; 557-85.

OPINIONS OF TEACHERS AND OTHER STAFF MEMBERS

In the system-wide survey of school and college personnel which preceded the development of this guide, many of the responses contained statements which demonstrated the concern and interest of teachers and other staff members. These are examples of the opinions and suggestions that were reported:

"I believe values are taught with every subject and situation."

"As a professional person I should, by my very actions, words, appearance, thoughts, convey all of the values listed, and then some. I'm not setting myself up as a paragon of virtue, either . . ."

"We cannot expect a child to be or express something that his adult associate is or does not express . . ."

"In my opinion, these values can *only* be taught by example and then only by individuals who in themselves have these qualities in the highest degree and who are in a position to influence a child."

"Values are something that cannot be isolated and taught, such as arithmetic or spelling. If a teacher truly believes in the worth of values, he will convey this worth to the students . . ."

"A speaker from the Department of Mental Hygiene recently spoke to a PTA meeting at our school. 'It seems to me,' he said, 'that the field of mental hygiene may offer us much help in the methods of instruction in this field of moral and spiritual values.'"

"Sending work home has helped to develop responsibility. The children do their work by themselves and then must bring it back to school the next day."

"Self-realization—confidence and courage—are derivatives of team sports and are stressed in (physical education) teaching situations."

"Guidance Room might be the most effective place to teach values since it cuts across subject fields and ability groupings. It is a small heterogeneous community with the problems of such a community."

APPENDIX

Excerpts from *Point of View*

Values —

Human Relations —

Constitutional and Code Provisions, Legal Opinions, and Policies

California State Constitution —

California Education Code, 1963 —

Opinions of Attorney General —

California Administrative Code, Title 5, Education —

Administrative Guide, Los Angeles City School Districts —

How Schools Provide for the Religious Needs of Pupils

Teaching About Religion in the Public Schools

Teaching the Bible as Literature

Observance of Christmas in the Schools

EXCERPTS FROM *POINT OF VIEW*

VALUES

PURPOSE: That each person will develop and cherish high moral, spiritual, and esthetic values.

The individual who is accomplishing this purpose acts, in accordance with his age, ability, and experience, in such ways as these:

1. Respects individual worth and dignity.
2. Develops such values as appreciation, cooperation, courage, faith, generosity, good will, honesty, kindness, loyalty, respect for law, responsibility, and reverence.
3. Builds a philosophy of life which serves as a guide for decision and action—and which includes faith in a power greater than himself.
4. Develops sources of spiritual strength upon which he can draw throughout his life.
5. Respects the right of others to hold religious beliefs different from his own.
6. Lives ethically, and considers the consequences of his actions.
7. Seeks the best qualities in each individual but knows that people are not perfect; maintains an attitude poised between general trust in others and reasonable prudence.
8. Responds to beauty, both man-made and natural; exercises esthetic judgment based on the best in his cultural environment.
9. Understands the importance of music, art, literature, and allied fields as vital facets of human development; includes among his interests creative activities in such fields.
10. Employs high standards in the selection of commercial entertainment.
11. Takes pride in the appearance of his home, his school, his community.¹

¹*Point of View, op. cit.*, pp. 14-15.

HUMAN RELATIONS

PURPOSE: That each person may learn to live and work harmoniously with others. The individual who is accomplishing this purpose acts, in accordance with his age, ability, and experience, in such ways as these:

1. Respects individual character and achievement, regardless of race, religion, national background, and socioeconomic status; recognizes that people have the right to be different and to have that right respected.
2. Has fine relationships with the members of his family; accepts the duties and responsibilities, as well as the privileges and rights, of family life; understands the value of the family as a basic unit of society.
3. Participates with family members in leisure activities.
4. Develops wholesome, friendly attitude toward members of the opposite sex; learns to deal wisely with the problems of courtship, marriage, and parenthood.
5. Learns the skills of successful family life.
6. Has deep concern for the welfare of the community; uses some of his leisure time to participate in constructive group efforts, keeping a balance between them and pursuits which yield satisfaction to the individual.
7. Works and plays harmoniously with others but retains individuality, independence of thought, and ability to act alone; has the courage to resist peer-group pressures and observes moral standards even when these are contrary to the practices of his group.
8. Considers the feelings and motives of others; practices the kindnesses and courtesies of everyday life.
9. Practices sportsmanship, both as participant and spectator.
10. Develops qualities of both leader and follower.¹

¹*Point of View, op. cit.*, pp. 16-17.

CONSTITUTIONAL AND CODE PROVISIONS, LEGAL OPINIONS, AND POLICIES

CALIFORNIA STATE CONSTITUTION

Article XI, Section 8 "... nor shall any sectarian or denominational doctrine be taught, or instruction thereon be permitted, directly or indirectly, in any of the common schools of this State."

CALIFORNIA EDUCATION CODE, 1963

- SECTION 7851:** Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism, and a true comprehension of the rights, duties, and dignity of American citizenship, to teach them to avoid idleness, profanity, and falsehood, and to instruct them in manners and morals and the principles of a free government.
- SECTION 8201:** Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at their respective places of worship or at other suitable place or places away from school property designated by the religious group, church, or denomination . . .
- SECTION 8202:** Nothing in this code shall be construed to prevent, or exclude from the public schools, references to religion or references to or the use of religious literature, art, or music or other things having a religious significance when such references or uses do not constitute instruction in religious principles or aid to any religious sect, church, creed, or sectarian purpose and when such references or uses are incidental to or illustrative of matters properly included in the course of study.
- SECTION 8451:** No teacher in giving instruction, nor entertainments permitted in or about any school, shall reflect in any way upon citizens of the United States because of their race, color, or creed.
- SECTION 8452:** No textbook, chart, or other means of instruction adopted by the State, county, city, or city and county boards of education for use in the public schools shall contain any matter reflecting upon citizens of the United States because of their race, color, or creed.
- SECTION 8453:** No publication of a sectarian, partisan, or denominational character, shall be distributed or used for sectarian, partisan, or denominational purposes in any school, except that nothing herein shall restrict the development and use of school library collections. No sectarian or denominational doctrine shall be taught in any school. . . .

OPINIONS OF ATTORNEY GENERAL

The Attorney General of the State of California (Opinion No. 53-266, June 10, 1955) has concluded that the Bible may not be read in public school classes for religious purposes, but that it may be used for reference, literary, historical, or other non-religious purposes. The Attorney General, in the same opinion, reaffirmed an earlier ruling from that office (Ops. Cal. Atty. Gen., No. 5141 [1924]) that classroom prayers also would be unconstitutional. The Attorney General's opinion in part reads as follows:

It hardly seems open to debate that a public school teacher may not be *required* to recite a daily prayer, for no one may be compelled to perform a religious ceremony as a condition of his employment by the state or a subdivision of the state. By the same token, neither may any public school student be required to participate in the offering of prayers. Since the request of the County Counsel of San Bernardino County asks merely whether or not a teacher may be required to read such a prayer, our answer must be in the negative. It is apparent from the discussion accompanying the opinion request, however, that our views are also desired concerning the broader question whether or not public school authorities may sponsor such prayers, even though no student or teacher is required to participate. It is to that broader question that we now turn.

We believe that the former rulings of this office are correct in holding that classroom prayers, like classroom Bible readings, would be unconstitutional. (Ops. Cal. Atty. Gen., No. 5141 [1924]). It is true that the majority of our people are Christians or Jews, so that simple prayers to a Supreme Being would not be incompatible with the views of most students in the public schools. Nevertheless, even atheists and agnostics are protected in their beliefs by the Constitution. The *McCullum* case, in which the United States Supreme Court declared unconstitutional a program of religious instruction conducted on public school premises and with public school support, was instituted by an atheist. The Court said (quoting *Everson v. Board of Education* [1947], 330 U. S. 1, 15, 67 S. Ct. 504, 511):

'Neither a state nor the Federal Government can set up a church. Neither can pass laws which aid one religion, *aid all religions*, or prefer one religion over another.' (333 U. S. 203, 210, 68 S. Ct. 461, 464-465. Emphasis added.)¹

CALIFORNIA ADMINISTRATIVE CODE, TITLE 5, EDUCATION

SECTION 24: Principals and teachers shall exercise supervision over the moral conditions in their respective schools. . . .

¹Opinions of the California Attorney General, No. 53/266 (1955), p. 10.

ADMINISTRATIVE GUIDE, LOS ANGELES CITY SCHOOL DISTRICTS

REGULATION 2501-3, a:

1. Programs for school entertainments shall avoid anything offensive, embarrassing or belittling to individuals, sects, or races. (Minstrel shows in blackface are not approved.)

BOARD RULE 2125:

Released-Time Classes in Religious or Moral Instruction. In accordance with Section 8201 of the Education Code principals have the authority to excuse pupils to receive religious or moral instruction away from school property, provided that (a) the school is participating in the Released-Time Program (see Regulation 2:25-1 below) (b) the parents file with the school a written request for pupils to receive such instruction.

Each pupil so excused shall attend school for not less than the minimum school day for his grade. Elementary pupils in the fourth, fifth, and sixth grades may be released to participate in religious or moral instruction for no more than 40 minutes per week, once during the school week. Secondary pupils may be released for only one class period per week, once during the school week.

To avoid repeated classroom interruptions, the same period of time in the school day each week shall be used for released-time instruction for any one classroom. The time of the school day when pupils are released is at the discretion of the principal of the school.

BOARD RULE 2126:

Absence for Religious Instruction (other than Released-Time). Upon the previously written request of his parent or guardian, a pupil may be excused from school, not in excess of one day per year, to participate in religious instruction. For further information refer to the Office of the Supervisor of Attendance Services, Child Welfare and Attendance Branch.

BOARD RULE 2127:

Absence Because of Religious Holy Days. Upon the request of his parent or guardian, a pupil may be excused from school on the holy days of his faith. (See Calendar of Special Days, Weeks, and Events, published at the beginning of each school year by the Division of Educational Services.) For further information refer to the Office of the Supervisor of Attendance Services, Child Welfare and Attendance Branch.

HOW SCHOOLS PROVIDE FOR THE RELIGIOUS NEEDS OF PUPILS

By practices not specifically related to courses of study but based on adopted policies, teachers and other staff members communicate the concern of the Los Angeles City Schools for the religious needs of the individual.¹ School and college personnel seek to:

Cooperate with parents who request release of their children during school time for religious instruction.²

Provide for excused absence, on parental request, for participation in religious instruction other than that given for the released-time program³ and for major holy days of various religious faiths.⁴

Excuse pupils from certain types of activity that might infringe on their religious beliefs.⁵

Excuse pupils from certain types of instruction that might infringe on their religious beliefs.⁶

Establish policies for the recognition or observance of religious holidays within the province of the school.⁷

¹Applicable excerpts of basic documents or complete texts of the documents appear in this Appendix.

²*California Education Code*, Section 8201, and *Administrative Guide, Los Angeles City School Districts*, Board Rule 2125.

³....., Board Rule 2126.

⁴....., Board Rule 2127.

⁵*California Education Code*, Section 11902.

⁶*California Administrative Code, Title 5, Education*, Section 102.1.

⁷Superintendent's Bulletin No. 3, Los Angeles City School Districts, dated October 30, 1964, Subject: Observance of Christmas in the Schools.

TEACHING ABOUT RELIGION IN THE PUBLIC SCHOOLS¹

The State Board of Education at its meeting in Los Angeles on December 12, 1963, authorized issuance of the following statement:

Bible-reading and prayer in the public schools has become a sharp issue since the Supreme Court decision of June 17, 1963, in the case of *Abington School District versus Schempp*. Because of uncertainty as to what the decision implied, the California State Board of Education presents this brief summary of what the Supreme Court did and did not say. It is hoped that this will be of help to school administrators, teachers, and parents.

The issue was whether or not the "establishment" clause of the First Amendment to the U. S. Constitution was violated by the Board of School Commissioners of Baltimore and by a Pennsylvania statute. The Commissioners had adopted a statute requiring reading from the Bible without comment at the opening of each school day, and the recitation of the Lord's Prayer by the students in unison. The Court decided eight to one that such school exercises violate the First Amendment.

Some parents have expressed fear that the door is opened to the teaching of secularistic and atheistic doctrine. It has been said that in the United States God has been taken out of our public education and the rights of a minority have been raised over the rights of the majority. Some are confused as to whether or not the Bible can be referred to in any way and whether any mention of religion or churches is allowable in the classroom. That there is no prohibition against such mention seems obvious from a reading of the Supreme Court decision and the comments made by four of the justices who have written concurrences.

It may be well to begin with what the decision did not say. Justice Clark, who wrote the majority opinion, says:

It is insisted that unless these religious exercises are permitted a 'religion of secularism' is established in the schools. We agree, of course, that the state may not establish a 'religion of secularism' in the sense of affirmatively opposing or showing hostility to religion, thus 'preferring those who believe in no religion over those who do believe.'

He quotes Judge Alphonzo Taft with approval who said nearly a hundred years ago:

The government is neutral and while protecting all, it prefers none, and disparages none.

So if the state is forbidden by the Constitution to promote the Christian religion, it is also forbidden to promote a godless religion of secularism or atheism. It

¹Memorandum from California State Board of Education to School Administrators, Dec. 17, 1963 (Sacramento).

would seem to follow, therefore, that no teacher is at liberty to teach a point of view denying God any more than a teacher is at liberty to promote a particular religious sect.

The objection of the Supreme Court was to religious service, but Justice Clark makes it plain that the Bible may be available in libraries and may be used as a reference book whenever it is appropriate. He says that one cannot study history without referring to the Bible nor can one study mankind without referring to religion. So, while it is clearly unlawful to use the Bible in a devotional service in the schools, it is expected that the Bible shall be open to all students.

There is not found in the decision any tendency to discount the importance of religion in general or of Christianity in particular. Justice Clark says, "The place of religion in our society is an exalted one." He refers with approbation to the *Engle versus Vitale* case in which the court said, "We are a religious people."

Mr. Justice Goldberg with Mr. Justice Harlan concurring says the realization of religious liberty means that the government shall effect "no favoritism among sects or between religion and non-religion" and that it shall "work deterrence of no religious belief." These two justices go further and recognize the danger of a non-interference and non-involvement with religion which might promote a "passive or even active, hostility to the religious." "Such results," says Mr. Justice Goldberg, "are not only not compelled by the Constitution, but, it seems to me, are prohibited by it." It seems quite clear that the Supreme Court recognized and warned against the danger of creating passive attitudes of hostility toward religion.

Mr. Justice Brennan also concurring speaks of the line separating secular from sectarian as an "elusive" one. Then he goes on to say:

The holding of the Court today plainly does not foreclose teaching *about* the Holy Scriptures or about the differences between religious sects in classes of literature or history. Indeed, whether or not the Bible is involved, it would be impossible to teach meaningfully many subjects in the social sciences or the humanities without some mention of religion. To what extent, and at what points in the curriculum religious material should be cited, are matters which the courts ought to entrust very largely to the experienced officials who superintend our Nation's public schools. They are experts in such matters, and we are not.

The Justices' opinions in this case recognize the importance of religion and reflect a great respect for it. They are men who would not willingly weaken religion in any way nor substitute a godless philosophy for it.

The California Attorney General's opinion given to the State Superintendent of Public Instruction is in this same spirit. He says, "Those constitutional and statutory provisions that provide 'no sectarian or denominational doctrine' shall

be 'taught or instruction thereon be permitted directly or indirectly in any of the common schools of this state' apply equally to all forms of religious belief irrespective of whether they embody a belief in the existence of God. Thus the 'teaching of' atheism or agnosticism in the public schools is prohibited if by the words 'teaching of' it is meant the teaching of doctrine with a view toward obtaining an acceptance as to the truth of that doctrine . . ." He goes on to say that there are penalties in the State *Education Code* which would apply to 'the making of statements, in such schools and colleges, which advocate, tend to advocate, or implant in pupils' minds a preference for, atheism or agnosticism or which reflect unfavorably upon any particular religion, upon all religions, or upon any religious creed."

The State Board of Education believes that these matters need to be brought to the attention of parents as well as to school officials. While religious worship services are not to be held in the schools nor is any religions group to be given the right to promote its own beliefs over another, neither is the irreligious person given the right to promote his particular point of view. Christian parents, therefore, are protected by law against any attempt to destroy or weaken their children's faith in their particular church. The religious faith of the majority is protected as well as the freedom of the minority.

Our schools should have no hesitancy in teaching about religion. We urge our teachers to make clear the contributions of religion to our civilization, through history, art and ethics. We want the children of California to be aware of the spiritual principles and the faith which undergird our way of life. We are confident that our teachers are competent to differentiate between teaching about religion and conducting a compulsory worship service. This point of view, we believe, is in accordance with the tradition handed down by our fathers and reaffirmed by the United States Supreme Court.

TEACHING THE BIBLE AS LITERATURE

The Legal Adviser of the Los Angeles City Schools was asked by the English Curriculum Office about the legality of teaching the Bible as literature. The following are excerpts from his reply, dated January 20, 1964.¹

There is no federal or state constitutional or statutory prohibition regarding the use of religious materials for secular purposes. The courts of this state, the Office of the Attorney General, and the various county counsels and legal advisors to school districts throughout the state have consistently advised that so long as materials which otherwise have an intrinsic religious significance are not used for religious purposes, but instead are used for legitimate educational purposes, secular in nature, no constitutional or legal question is presented.

While the United States Supreme Court has not been called upon to deal with this specific issue, it has, nevertheless, made certain statements as recently as June 17, 1963, in the case of *Abington School District v. Schempp*, and *Murray v. Curlett*, . . . in support of the secular use of religious materials, and the teaching about, in contrast with the indoctrination in, religious principles, concepts, organizations, individuals, and history. For example, the Court stated in the *Abington* case that:

The history of man is inseparable from the history of religion. . . . In *Zorach v. Clauson* . . . we gave specific recognition to the proposition that 'we are a religious people whose institutions presuppose a Supreme Being.'

The Court went on to state in regard to an activity which might be considered as religious that:

That is to say, that to withstand the strictures of the Establishment Clause, there must be a secular legislative purpose and a primary effect that neither advances nor inhibits religion. *Averson v. Board of Education*.

With respect to the use of religious materials or reference to religion in education, the Court stated that:

In addition, it might well be said that one's education is not complete without a study of comparative religion or the history of religion and its relationship to the advancement of civilization. It certainly may be said that the Bible is worthy of study for its literary and historic qualities. Nothing that we have said here indicates that such study of the Bible or of religion, when presented objectively as a part of a secular program of education, may not be effected consistent with the First Amendment.

A concurring opinion in the case, attempting to define in a general way the areas of governmental action proscribed by the Establishment and Free Exercise Clauses, reads in part as follows:

¹*Senior High School Literature Electives*, "Data on the Legality of Teaching the Bible as Literature," (Los Angeles City Schools: Division of Instructional Services, Publication No. X-34, 1964), pp. 69-71.

What the Framers meant to foreclose, and what our decisions under the Establishment Clause have forbidden, are those involvements of religions' with secular institutions which (a) serve the essentially religious activities of religious institutions; (b) employ the organs of government for essentially religious purposes; or (c) use essentially religious means to serve governmental ends, where secular means would suffice.

In connection with the use of the Bible in public schools, Justice Douglas went on to state that:

The holding of the Court today plainly does not foreclose teaching *about* the Holy Scriptures or about the differences between religious sects in classes in literature or history. Indeed, whether or not the Bible is involved, it would be impossible to teach meaningfully many subjects in the social sciences or the humanities without some mention of religion . . . To what extent, and at what points in the curriculum religious materials should be cited, are matters which the courts ought to entrust very largely to the experienced officials who superintend our Nation's public schools. They are experts in such matters, and we are not. We should heed Mr. Justice Jackson's caveat that any attempt by this Court to announce curricular standards would be 'to decree a uniform rigid and, if we are consistent, an unchanging standard for countless school boards representing and serving highly localized groups which not only differ from each other, but which themselves from time to time change attitudes.' *Illinois ex rel. McCollum v. Board of Education*.

In summary, so long as religious references are used for educational purposes, as distinguished from religious purposes, and the purpose of such materials is to teach about religion, history, English, or some other subject, as contrasted with indoctrination in religion or the conduct of religious activities, no constitutional or statutory problem is involved.

OBSERVANCE OF CHRISTMAS IN THE SCHOOLS¹

In order to preserve the spirit of goodwill that is characteristic of the Christmas season, administrators should make every effort to plan and conduct Christmas observances in a manner that will reflect respect for the religious sensibilities of all students and members of the staff.

Some religious holidays have become a part of our American culture. In recognizing these holidays the school should be highly sensitive to its obligation to support and protect the religious development of every student in its charge, in whatever religious tradition he and his family embrace.

To this end, the following guidelines should be observed:

1. Administrators should participate in the preliminary planning for such observances, and should be continually aware of their development, taking into consideration the composition and background of the student body and the community.
2. The quality of the program should reflect the spirit of the occasion rather than being mere entertainment.
3. Much of our finest music is of a religious nature, and as music, may be used in connection with school programs. Music transcends the text, and in itself carries a message of warmhearted goodwill that can bring all people in our country more closely together in a spirit of mutual understanding and respect.
4. Extremes, such as highly sectarian scenes and tableaux, in classrooms and assembly halls should be avoided.
5. Time spent in the preparation and presentation of any program must be educationally justifiable.

Any questions regarding these guidelines should be referred to the appropriate assistant superintendent.

¹Superintendent's Bulletin No. 3, *op. cit.* (1964).

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BIBLIOGRAPHY TO ACCOMPANY THE TEACHING OF VALUES

An Instructional Guide for Kindergarten, Grades 1-14

**Los Angeles City Schools
Division of Instructional Services
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CG 001 341

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FOREWORD

This annotated list of references was prepared by the Library Section to assist teachers and other staff members in achieving the purposes expressed in *The Teaching of Values*. Excellent books for all grade levels are available in our school and college libraries to help pupils and students develop a personal philosophy which directs them in making "wise choices between right and wrong, truth and falsity, high and low aspirations."¹ Since it is our belief that values are developed through the total curriculum, rather than through separate courses or units, books included in this list are related to many different subject areas.

The sections in this bibliography correspond with the seven concepts presented in *The Teaching of Values*.

¹*Point of View* (1961 Revision. Los Angeles City Schools: Publication No. 470), p. 34.

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EXPLANATION OF SYMBOLS

The following symbols are used in this bibliography to designate the grade level for which the books are recommended:

- P Primary grades
- M Middle grades
- U Upper grades
- Jr Junior high school
- Sr Senior high school
- C College

Books of nonfiction are designated by a Dewey decimal classification number. Works of fiction do not have classification numbers.

INTEGRITY

- 973.48 Abernethy, Thomas BURR CONSPIRACY Oxford Univ. Pr., 1954 C
 Burr's conspiracy to dismember the American Union resulted in failure. The verdict of the treason trial in Richmond in 1807 remains open to debate.
- 921 American Heritage THOMAS JEFFERSON AND HIS WORLD Amer. Heritage 1980 Jr Sr
 The many facets of Jefferson's life, with emphasis on his personality and his belief in people and freedom, are interwoven with paintings, prints, and photographs in this biography geared for young people.
- Andrews, Mary PERFECT TRIBUTE Scribner, 1956 Jr Sr
 A wounded soldier, having read the Gettysburg Address in the morning paper, gives Lincoln the first realization of the greatness of his speech when he pauses at the boy's bedside.
- 301 Angell, Robert FREE SOCIETY AND MORAL CRISIS Univ. of Mich. Pr., 1958 C
 The dignity of the individual and the harmony of the community are discussed as the ultimate values of a free society. Social integration and moral discipline become apparent as the author traces the social sources of individual discipline.
- 842 Anouilh, Jean BECKET, OR THE HONOR OF GOD Coward, 1960 Sr C
 This excellent drama of 12th-century England tells of the friendship and later conflict between Henry the King and the archbishop Thomas á Becket. Anouilh brings out with subtlety and wit both the integrity and the heroism of the priest.
- Arnold, Elliot BLOOD BROTHER Duell, 1950 Jr Sr
 The Apache leader Cochise and a government agent, Tom Jefford, work together for peace. The blood brother relationship between Tom and Cochise exemplifies the idea that all men, regardless of race, are blood brothers.
- Arnow, Harriette DOLLMAKER Macmillan, 1954 C
 This novel of extraordinary power is a story of the strength of the human spirit in the face of the bitter impact of the city on a family from the Kentucky hills. One of the dominant themes of the book is that of the integrity of personality.

INTEGRITY

- | | | | | |
|-------|--|--|----------------------|---------------|
| 921 | Ansley, Delight | THE SWORD AND THE SPIRIT | Crowell, 1955 | Jr
Sr |
| | This sympathetic and comprehensive biography of John Brown portrays him as ignorant and impractical, but also as righteous and dedicated, believing firmly that all men were equal before God. | | | |
| 809.1 | Auslander, Joseph,
and Frank Hill | WINGED HORSE | Doubleday, 1945 | Jr
Sr |
| | "The story of poets and their poetry." This book contains representative selections illustrating the qualities which have made poets great. Included are descriptions of the eminent poets of the world. | | | |
| | Austen, Jane | PRIDE AND PREJUDICE | Harcourt-Brace, 1962 | Jr
Sr
C |
| | In this classic of gentle humor, Austen's characters are true to themselves, to their class, and to their time. | | | |
| | Baker, Betty | THE SHAMAN'S LAST RAID | Harper, 1963 | U |
| | Two very modern Apache Indian children learn about their own heritage in a hilarious adventure tale. | | | |
| | Barr, Gladys | MONK IN ARMOR | Abingdon, 1950 | Sr |
| | On trial before Emperor Charles V and the princes of the Church, Martin Luther stood up for what he believed was right and refused to accept whatever was against his conscience. This is an excellent picture of a man who would not be swayed by pressure nor power. | | | |
| | Bloch, Marie | MARYA OF CLARK AVENUE | Coward, 1957 | M |
| | Marya feels she is living two different lives—her American life at school and her Ukrainian life at home. She is in constant fear that her family's customs will be discovered and that she will be an outcast to her American friends. Eventually, she discovers value in being able to draw upon both American and Ukrainian customs. | | | |
| 822 | Bolt, Robert | MAN FOR ALL SEASONS | Random House, 1962 | Sr
C |
| | In this two-act play, Sir Thomas More, who loved God above all things, goes to his death rather than betray his conscience. The play is set in 16th-century England. | | | |
| 921 | Bontemps, Arna | THE STORY OF GEORGE
WASHINGTON CARVER | Grosset, 1954 | Jr
Sr |
| | As a young boy, this noted Negro scientist had a strong desire for learning, which led him to leave home to earn money for an education. His study of agriculture in college further stimulated his interest in scientific fields. The book gives an account of his teaching experiences and of his research in botany and chemurgy at Tuskegee Institute. | | | |
| | Brandenberg, Alike | WISH WORKERS | Dial, 1962 | P |
| | A little bird who wished to be different discovered that he was not happy when his wish was granted. He realized that he was happier when he was himself. | | | |

INTEGRITY

- | | | | | |
|-----|-------------------|---|------------------------|----------|
| 921 | Camus, Albert | PLAGUE
The background of this story is the North African city of Aron during an epidemic of bubonic plague. Camus's characters are really symbols of moral and political attitudes. As such, they are true to the conception of man as a member of a group. | Knopf, 1948 | C |
| | Cather, Willa | MY ANTONIA
Privations, hard work, grim tragedy of existence—these combine to develop strong self-reliance in a Bohemian girl in a pioneer settlement in Nebraska. | Houghton Mifflin, 1947 | Jr
Sr |
| | Clark, Ann | LITTLE NAVAJO BLUEBIRD
Using beautiful poetic prose, the author presents modern Navajo family life and customs. | Viking, 1943 | M |
| | Clark, Ann | SANTIAGO
A Guatemalan Indian boy, subjected to Spanish and American influences in his upbringing, finds his place as a teacher among his own people. | Viking, 1955 | U
Jr |
| | Clark, Ann | SECRET OF THE ANDES
Cusi, an Inca boy of royal blood, learns that home is where the heart is. | Viking, 1952 | U
Jr |
| | Coit, Margaret | JOHN C. CALHOUN
This biographical study of the Great Nullifier presents a portrait of a statesman whose life was charged by unfulfilled ambitions and an unsparing sense of duty. | Houghton Mifflin, 1950 | C |
| | Cozzens, James | JUST AND THE UNJUST
Against the background of a murder trial, Cozzens develops the story with complete objectivity, thoroughly examining the ways of legal justice. The characters and the account of the trial have a ring of realism. | Harcourt-Brace, 1950 | C |
| | Cronin, Archibald | THE CITADEL
An English doctor is torn between doing service for his fellow man as a general practitioner among the poor, or making a good living in the West End of London. | Little, 1937 | Sr |
| | Cronin, Archibald | GREEN YEARS
Robert Shannon, an orphan, struggles against heartache and loneliness as a Catholic in the home of his Scotch Presbyterian grandparents. Against almost overwhelming obstacles, he acquires a fine medical education. | Little, 1944 | Jr
Sr |
| | Cronin, Archibald | KEYS OF THE KINGDOM
Father Chisholm, a missionary priest in China, is torn between absolute devotion and practical application of his faith. | Little, 1941 | Sr
C |

INTEGRITY

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| 921 | Daugherty, James | ABRAHAM LINCOLN | Viking, 1943 | C |
| | This biography brings out the spiritual strength of a man concerned with the dignity of his fellow men and the preservation of a free country. | | | |
| | Davis, Alice | TIMOTHY TURTLE | Harcourt-Brace, 1941 | F |
| | All of Timothy's animal friends think and work together to help him turn right side up again. | | | |
| | de Angeli, Marguerite | THE DOOR IN THE WALL | Doubleday, 1949 | C |
| | Crippled Robin proves his courage in plague-ridden, 13th-century London. | | | |
| 921 | DeMille, Agnes | DANCE TO THE PIPER | Little, 1955 | to
C |
| | Although concerned with the dance, this autobiography nevertheless has meaning beyond the world of the dance itself. An American ballerina and choreographer writes of the long struggle and of the time, money, moral courage, and physical effort required to become and remain a dancer. | | | |
| 973.4 | Dos Passos, John | MEN WHO MADE THE NATION | Doubleday, 1957 | to |
| | The author interweaves the history of the critical years of 1781-1803 with the stories of the men who shaped the times—Washington, Jefferson, Hamilton, Adams, Franklin, and other great American leaders. | | | |
| 323 | Douglas, William | AN ALMANAC OF LIBERTY | Doubleday, 1954 | to
to |
| | Selections include sermons, documents, speeches, and descriptions of decisions and ideas illustrating methods of preserving American principles of freedom and democracy. | | | |
| 921 | Duggan, Alfred | MY LIFE FOR MY SHEEP | Crowned McCann, 1955 | C |
| | Against the backdrop of 12th-century England, the two protagonists, Thomas à Becket and Henry II, engage in one of the most dramatic duels of will in English history. The author recreates a period with vividness and clarity. | | | |
| 872 | Eliot, T. S. | MURDER IN THE CATHEDRAL | Harcourt-Brace, 1935 | to
C |
| | With dramatic power and mastery of form, the playwright develops the story of the momentous struggle between Thomas à Becket and Henry, the king of England. It culminated in the murder of Becket, who was then archbishop. | | | |
| 921 | Fife, Robert | REVOLT OF MARTIN LUTHER | Columbia Univ.
Pr., 1957 | C |
| | This scholarly biography of one of the great leaders of the Protestant Reformation is based on an exhaustive study and evaluation of primary sources. Both Protestant and Catholic sources have been consulted, as well as Luther's own writings. This is a complete and objective study. | | | |

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| | Forbes, Kathryn | MAMA'S BANK ACCOUNT | Harcourt-Brace, 1943 | Jr
Sr |
| | | No matter how difficult things become in this big Norwegian household in San Francisco, Mama can fall back on a bank account of love and understanding. Her children soon adjust to new ways of life and develop a sense of security and a sense of values. | | |
| 921 | Franchere, Ruth | WILLA | Crowell, 1958 | U
Jr |
| | | Willa Cather's discriminating interest in people and their different cultural backgrounds is shown as she develops throughout the years of her childhood and adolescence. | | |
| 921 | Freeman, Andrew | CASE FOR DOCTOR COOK | Coward-McCann, 1961 | C |
| | | The issue as to whether Peary or Cook first reached the North Pole remains unresolved. This brief for Dr. Cook fails to supply the answer, but it does present a portrait of one of the most remarkable of polar explorers. | | |
| 921 | Freeman, Douglas | R. E. LEE: A BIOGRAPHY
4 vols. | Scribner, 1934-35 | C |
| | | Recipient of a Pulitzer Prize award, this is the definitive biography of an American of great integrity. It describes the life of Robert E. Lee with incredibly complete and authentic detail. The author spent 19 years in its preparation. | | |
| | Gág, Wanda | MILLIONS OF CATS | Coward, 1928 | P |
| | | Because the "millions of cats" are jealous of each other, they are all destroyed except a shy little kitten, who is then adopted. | | |
| | Gates, Doris | NORTH FORK | Viking, 1945 | U
Jr |
| | | At 13, orphaned Drew Saunders learns in an Indian village how it feels to have a minority role. He learns to be sensitive to and considerate of the feelings and attitudes of others. | | |
| | Goodwyn, Frank | THE BLACK BULL | Doubleday, 1958 | Sr |
| | | The sheer beauty of cattle and horses and of life on a Texas ranch forms the background for this legend of a black bull and a Mexican ranch-hand who must have freedom. | | |
| 921 | Gray, Elizabeth | PENN | Viking, 1938 | Jr |
| | | This biography of William Penn emphasizes for young people the example of a leader who renounced wealth and position to become a Quaker and who established a new homeland for his persecuted fellow Quakers. | | |
| 916.76 | Haimi, Robert | VISIT TO A CHIEF'S SON; AN
AMERICAN BOY'S ADVENTURE | Holt, Rinehart,
and Winston, 1963 | U |
| | | Based on a story in <i>Life</i> magazine, this book describes both in photographs and text the development of a friendship between two boys of different cultures. | | |

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| 340 | Hand, Learned | SPIRIT OF LIBERTY | Knopf, 1960 | C |
| | Papers and addresses, edited by Irving Dillard, reveal a fundamental conception of life and work and liberty. They are characterized by maturity and wisdom. | | | |
| 921 | Hatano, Isoko and Ichiro | MOTHER AND SON | Houghton Mifflin, 1962 | Sr
C |
| | A son, through correspondence with his mother during World War II, reveals his ambition "to build a self which is stronger, more flexible, more aware—in a word, more worthy of my mother's son." This is a beautiful, sensitive book. | | | |
| | Hemon, Louis | MARIA CHAPDELAINE | Macmillan, 1921 | Sr |
| | Maria's resentment of the wilderness, which claimed the life of her lover, changes to strength and nobility when she decides to give up an opportunity to leave the primitive life of which she is really a part. | | | |
| | Hersey, John | BELL FOR ADANO | Knopf, 1944 | Sr
C |
| | A love of justice and faith in mankind permeate this novel concerning a Sicilian town during World War II. Major Joppolo, an Italian-American, wishes to find a bell for the town to replace the one melted down for bullets by the Fascists. He is successful but is sent back to North Africa because he has disobeyed orders. | | | |
| 378.1 | Hofstadter, Richard | DEVELOPMENT OF ACADEMIC FREEDOM IN THE UNITED STATES | Columbia, 1955 | C |
| | Religious, intellectual, and political issues are discussed in this historical study of academic freedom. Related topics also are explored. | | | |
| 921 | James, Marquis | ANDREW JACKSON: PORTRAIT OF A PRESIDENT | Grosset, 1961 | Sr
C |
| | A great and unique man is revealed in this definitive biography. In all of his many roles—devoted husband, self-willed politician, fierce warrior, natural gentleman—Jackson displayed complete integrity of soul and spirit. | | | |
| | Kjelgaard, James | THE BLACK FAWN | Dodd-Mead, 1958 | U
Jr |
| | From the moment Bud finds a black fawn in the nearby woods, he is guided into maturity by Gram and Gramps Bennett, who teach him to love the ways of nature and the meaning of true sportsmanship. | | | |
| | Krumgold, Joseph | ONION JOHN | Crowell, 1959 | U
Jr |
| | Twelve-year-old Andy's friendship for a squatter on the town dump is unique and meaningful for both of them. When the Rotary Club decides to civilize Onion John, the result is both sad and humorous; but all those involved gain a deeper understanding of the rights of others. | | | |

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| | La Farge, Oliver | LAUGHING BOY | Houghton Mifflin, 1929 | Jr
Sr
C |
| | Laughing Boy's struggle to maintain the integrity of the culture of his race is the central theme of a first novel which won the Pulitzer Prize for fiction. It is a book filled with love and nature. Morals and religious beliefs are expressed beautifully and with Indian dignity. | | | |
| 921 | Latham, Jean | CARRY ON, MR. BOWDITCH | Houghton Mifflin, 1955 | U
Jr |
| | Nathaniel Bowditch of early Salem had the courage, perseverance, and determination to gain the knowledge that enabled him to write a book on practical navigation. Today, it is still used as a standard on the subject. | | | |
| | Lattimore, Eleanor | HAPPINESS FOR KIMI | Morrow, 1958 | M |
| | When Kimi's family moves from a small Japanese village to the city, she is left behind with an aunt to learn housekeeping, flower arrangement, and other skills expected of a true Japanese lady. Eventually, Kimi learns to live with both the old and new ways of Japan. | | | |
| | Lawson, Robert | RABBIT HILL | Viking, 1944 | M |
| | The animals and the people learn to respect and help one another. Each is left to live as he wishes, at the same time respecting the rights of others. | | | |
| | Lawson, Robert | THEY WERE STRONG AND GOOD | Viking, 1940 | M |
| | The author has drawn word and pen portraits of his grandparents. These typical Americans of their time were proud and hard-working. | | | |
| 921 | Le Gallienne, Eva | WITH A QUIET HEART | Viking, 1953 | C |
| | In this autobiography, the actress reveals her great love for the repertory theater in the United States and her dedication to the best of human values. | | | |
| | Lewis, Sinclair | ARROWSMITH | Harcourt-Brace, 1925 | Sr
C |
| | Achieving professional integrity is the test of a young doctor's stature. He matures as he faces disillusionment as an assistant in medical research work. | | | |
| | Lide, Alice | MAGIC WORD FOR ELIN | Abingdon Pr., 1958 | U |
| | Modern Finland has great traditions which help Elin adjust to new problems when she and her family move from Helsinki to grandfather's farm. | | | |
| | McGinley, Phyllis | THE PLAIN PRINCESS | Lippincott, 1945 | M |
| | The little princess learns to be kind and considerate in this modern fairy tale about an ugly, spoiled girl who becomes beautiful. | | | |
| | McGraw, Eloise | MOCCASIN TRAIL | Coward, 1952 | U |
| | This is the dramatic story of a boy's life with Indians who adopted him and of his re-adjustment after returning to his family. | | | |

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| 921 | McNeer, May | MARTIN LUTHER | Abingdon Pr., 1953 | U
Jr |
| | This biography covers Luther's school days, his struggles with his father over his choice of a career, his work as a monk, and his final rebellion against the Church. | | | |
| | Maddux, Rachel | ABEL'S DAUGHTER | Harper, 1960 | Sr |
| | An Army couple from the North take an apartment in a Southern town, where they befriend a Negro grocer and his daughter. The interracial understanding develops despite pressures from Southern whites and Negroes alike. | | | |
| | Malamud, Bernard | ASSISTANT | Farrar, 1957 | C |
| | This is a novel about a poverty-stricken Jewish family living in New York. The author's theme is one of search for fundamental truths and of growing awareness of the beauty of morality and the growth of conscience. | | | |
| 921 | Mason, Alphens | HARLAN FISKE STONE | Viking, 1956 | M |
| | This is an account of judicial statesmanship which played its part in the struggle to maintain proper balance between the authority of the central government and states' rights. | | | |
| | Matsuno, Masako | TARO AND THE TOFU | World, 1962 | M |
| | A modern Japanese boy struggles with his feeling of right and wrong when a poor old storekeeper gives him too much change. Deciding finally to return the change, he finds he is doubly rewarded by the good feeling he has within himself. | | | |
| | Michener, James | BRIDGES AT TOKO-RI | Random House, 1953 | Sr |
| | In the end, Brubaker lost his life while flying a mission in a jet bomber over Korea. But, during the desperate hours, this pilot conquered his fear and resentment and came to an understanding of the reason for his mission—the preservation of man's freedom. | | | |
| 347 | Nizer, Louis | MY LIFE IN COURT | Doubleday, 1961 | Sr
C |
| | Famous cases involving libel, plagiarism, negligence on the part of a physician, and divorce parade through these pages, which deal with the experiences of an outstanding trial lawyer. | | | |
| | Pasternak, Boris | DOCTOR ZHIVAGO | Pantheon Books, 1958 | Sr
C |
| | The central figure in this novel by the Russian poet strives to preserve his own spiritual independence. On the whole, the story is a testimonial to the survival of the spiritual under the pressures of totalitarianism. | | | |
| | Patton, Frances | GOOD MORNING, MISS DOVE | Dodd-Mead, 1954 | Jr
Sr |
| | This humorous and tender portrait of an old-fashioned teacher, Miss Dove, is an account of a classroom code in which things were either black or white, right or wrong, rude or polite. Miss Dove was the authority for each decision. | | | |

- 921 Prescott, Hilda MARY TUDOR Rev. ed. Macmillan, 1962 C
The author has succeeded in invoking the feeling of a most complex period in English history, that of the Protestant Reformation. Although she may not change the reader's viewpoint concerning the traditional conception of Mary Tudor, her scholarly biography reveals, among other characteristics, a complete dedication to faith in the face of great danger.
- 921 Sandburg, Carl ABRAHAM LINCOLN: THE PRAIRIE YEARS AND THE WAR YEARS Harcourt-Brace, 1954 Sr
This volume is one of the results of Sandburg's life-long study of Lincoln. In a fine, poetic style, the author highlights Lincoln's sterling qualities as a man and as a leader.
- Sawyer, Ruth MAGGIE ROSE, HER BIRTHDAY CHRISTMAS Harper, 1952 M
Maggie Rose, the only industrious member of the family of nine Bunkers, raises money to celebrate her birthday Christmas. Her enthusiasm involves the whole family, who at first merely had watched Maggie with amazement. The Bunkers gain respect for each other, and the neighbors gain respect for the family.
- 812 Sherwood, Robert ABE LINCOLN IN ILLINOIS Scribner, 1939 Sr
This drama of Lincoln's life, from his ungainly youth to the Presidency, will appeal to senior high readers.
- 921 Smith, Bradford BRADFORD OF PLYMOUTH Lippincott, 1951 C
In this scholarly biography of the Plymouth colony's great governor, the author reveals something of the legacy of that colony to American democracy.
- Speare, Elizabeth THE WITCH OF BLACKBIRD POND Houghton Mifflin, 1958 Jr Sr
Kit Tyler joins relatives in colonial Connecticut, where she befriends a Quaker outcast. When her friend is accused of witchcraft, Kit proves her loyalty and finds loyalty in other people, despite the bigotry of her Puritan surroundings.
- Steinbeck, John THE PEARL Viking, 1947 Sr C
Finding a pearl of great value changes the values of two simple persons. Only when the pearl is tossed back into the sea can they return to the integrity by which they once lived.
- 921 Van Doren, Carl BENJAMIN FRANKLIN Viking, 1956 C
Recipient of a Pulitzer Prize, this biography portrays the great American in all the many facets of a fascinating and varied personality. In his many roles, Franklin remained faithful to his principles.
- Vining, Elizabeth VIRGINIA EXILES Lippincott, 1955 C
The serene dignity of the Quaker spirit pervades this novel, which has a Revolutionary War background. There is a moral lesson for our own troubled times in the determination of the Quakers to cling to their way of life and to their convictions.

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| | Warren, Robert | ALL THE KING'S MEN | Harcourt-Brace, 1946 | C |
| | A Pulitzer Prize winner, this novel of lust for political power graphically portrays the manner in which a man who is fundamentally honest becomes involved in corruption. | | | |
| | White, E. B. | CHARLOTTE'S WEB | Harper, 1952 | M |
| | The animals in this fantasy are characterized by loyalty and friendship and then by bravery and fearlessness in facing death. This is an excellent book to read aloud. | | | |
| 921 | Whitehouse, Arch | BILLY MITCHELL | Putnam, 1962 | Sr |
| | General Mitchell crusaded for a separate air force and unified control of air power. He stood up for his beliefs at the risk of both rank and position. As a result, his career was ruined, and his health broken. Eventually, however, the general's recommendations were followed, and he was awarded the Medal of Honor. | | | |
| 720 | Wright, Frank | TESTAMENT | Horizon Pr., 1957 | Sr
C |
| | This retrospective survey of the great architect's work is a testament to his philosophy that architecture is more important than the individual architect. Still further, the book is a testament to Wright's striving for a form of architecture that is aesthetically beautiful and in harmony with its surroundings. | | | |

COURAGE

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| | Aldrich, Bess S. | LANTERN IN HER HAND | Appleton-Century-Crofts, 1944 | Jr
Sr |
| | | A covered wagon brought Abbie Deal to the Nebraska prairies, where she faced poverty and many other hardships. Her personal sacrifices enabled her children to have some of the advantages she herself missed, but only because she met every new problem with courage, understanding, and love. | | |
| 796 | Allen, Miel | IT TAKES HEART | Harper, 1959 | Jr
Sr |
| | | This is a collection of thrilling stories about many different kinds of sports. The stories concern people who showed real courage when the odds were against them. | | |
| | Allen, T. D. | DOCTOR IN BUCKSKIN | Harper, 1951 | Jr
Sr |
| | | Dr. Marcus Whitman and his wife pioneered in bringing medicine and Christianity to Oregon. They tried heroically to battle disease and superstition, but, when other white people took advantage of the Indians, the Whitmans were blamed and the entire family was massacred. | | |
| 398.4 | Andersen, Hans C. | THE UGLY DUCKLING | Macmillan, 1955 | P |
| | | This old, familiar tale always strikes a sympathetic chord for one who knows or can imagine what it feels like to be a member of a persecuted minority. | | |
| 842 | Anouilh, Jean | THE LARK | Oxford, 1956 | C |
| | | In this translation by Christopher Fry, the saintly spirit and courage of a French peasant girl are movingly portrayed in the dramatization of the trial of Joan of Arc. | | |
| 921 | Ayrault, Evelyn W. | TAKE ONE STEP | Doubleday, 1963 | Sr |
| | | The author tells her own story of her fight with cerebral palsy. She learned gradually to live with her seemingly hopeless handicap and even to attain a normal, happy, and successful life. | | |
| 921 | Bakeless, John E. | BACKGROUND TO GLORY | Lippincott, 1957 | C |
| | | This adult biography shows how the shadow of George Rogers Clark falls across all of the Old Northwest. | | |

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| 818 | Baker, Louise M. | OUT ON A LIMB | McGraw-Hill, 1946 | Jr
Sr |
| | Louise lost her leg in an auto accident when she was only eight years old. Instead of resigning to her fate, she learned to skate, ski, and ride on horseback. Her tale is full of fun and courage. | | | |
| 921 | Baker, Rachel | THE FIRST WOMAN DOCTOR | Messner, 1944 | Jr
Sr |
| | Elizabeth Blackwell became the first woman doctor in the world. She was graduated from medical school in 1849 after years of ridicule, embarrassments, and bitter taunts. She went on to fight for recognition of women and to relieve human suffering until her death in England some fifty years later. | | | |
| 940.53 | Beach, Edward L. | SUBMARINE! | Holt, 1952 | Jr
Sr |
| | Commander Beach tells of the heroic achievements during World War II of the crews of the <i>Trigger</i> and other American submarines. He describes the team work and comradeship necessary for submarine duty, but the main emphasis is on the ever-present danger and the courage needed to face it. | | | |
| | Behn, Harry | THE FARAWAY LURS | World, 1963 | U |
| | This sad and sweet romance suggests that life 3000 years ago may have been as cruel, harsh, beautiful, and hopeful as it is today. | | | |
| | Beim, Jerrold | SMALLEST BOY IN THE CLASS | Morrow, 1949 | P |
| | Tiny becomes an integral part of the first-grade class when he proves that physical size does not determine the size of one's heart. | | | |
| 919.9 | Bixby, William | THE RACE TO THE SOUTH POLE | Longmans, 1961 | Jr
Sr |
| | The courageous men involved in four separate expeditions to the South Pole during the early 1900's and the incredible hardships they had to endure are described with great excitement in this stirring book. | | | |
| | Bonham, Frank | BURMA RIFLES | Crowell, 1960 | Jr
Sr |
| | Jerry Herada went to Burma as an interpreter and as a spy during the war with Japan. He joined a group known as Merrill's Marauders and performed a dangerous job. This is the story of a determined and realistic young man who knew that any moment might be his last. | | | |
| 940.53 | Bor, Josef | TEREZIN REQUIEM | Knopf, 1963 | Jr |
| | The author was a prisoner in the Terezin ghetto in Prague under the Nazis. A young Jewish conductor decided to present a performance of Verdi's great Requiem, using the inmates of the ghetto as soloists and as members of the chorus and orchestra. The performance is a testimonial to the courage of the human spirit in the face of certain death. | | | |
| 921 | Brickhill, Paul | REACH FOR THE SKY | Norton, 1954 | Jr
Sr |
| | Douglas Bader lost both legs in a plane accident but became one of the finest fighter pilots and tacticians of the war. After learning to use artificial limbs, he mastered golf, swimming, flying, and dancing. Later, he was very happily married. His is a fine story of incredible courage and determination. | | | |

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| | Brill, Ethel C. | MADELINE TAKES COMMAND | McGraw-Hill, 1946 | Jr |
| | Told here is the astonishing story of a 16-year-old girl who took command of a post in early French Canada. By holding the fort for several days, she prevented it from being overcome during a series of Indian attacks. Younger readers will thoroughly enjoy this hair-raising tale of young responsibility and valor. | | | |
| 940.53 | Bliven, Bruce, Jr. | THE STORY OF D-DAY,
JUNE 6, 1944 | Random House, 1956 | Jr |
| | To the story of the general battle plans for the assault on the Normandy beaches are added accounts of many individual acts of heroism in an excellent book for young readers. Despite errors, accidents, and exasperation, it is a story of courage and eventual victory. | | | |
| 921 | Bourke-White,
Margaret | PORTRAIT OF MYSELF | Simon and
Schuster, 1963 | Jr
Sr
C |
| | This is an absorbing chronicle of a courageous life devoted to a demanding profession. No less courageous is the author's reaction to her serious illness, Parkinson's disease, and its treatment. | | | |
| 921 | Bowen, Catherine D. | FRANCIS BACON | Little, 1963 | C |
| | Bacon's life can be divided into five phases. It is in the final span of five years, after his parliamentary impeachment and conviction, that the reader witnesses his rising to heights of creativeness and courage. | | | |
| 921 | Brooks, Van Wyck | HELEN KELLER | Dutton, 1955 | C |
| | A personal friend of Helen Keller has sketched a portrait in terms of her courageous spirit. | | | |
| 921 | Brown, Marion | SILENT STORM | Abingdon, 1963 | |
| | The silent storm that brewed within Annie Macy Sullivan gave her the drive and resourcefulness to reach the heart and mind of the blind deaf-mute, Helen Keller. | | | |
| | Bruckner, Karl | THE DAY OF THE BOMB | Van Nostrand, 1963 | Jr
Sr |
| | Bruckner tells the story of what happened to one Japanese family in Hiroshima on the day that the A-bomb fell and in the 10 years that followed. Sadako was only 4 when the disaster occurred, but she and her family experience love, courage, endurance, and triumph over evil until radiation sickness takes its effect. | | | |
| | Buff, Mary | THE APPLE AND THE ARROW | Houghton Mifflin, 1951 | M |
| | Eleven-year-old William Tell recounts with great simplicity the tale of his father's faith and courage. | | | |
| 921 | Burgess, Perry | WHO WALK ALONE | Holt, 1940 | Sr |
| | Gaining courage to face a new and frightening world is the problem of this Spanish-American War veteran, who contracted leprosy many years after his return from the Philippines. | | | |

COURAGE

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| | Burton, Virginia L. | THE LITTLE HOUSE | Houghton Mifflin, 1942 | P |
| | This is the story of a little house in the country which, over the years, witnesses the changes and progress which take place around it. | | | |
| 919.9 | Byrd, Richard E. | ALONE | Putnam, 1938 | Jr
Sr
C |
| | This account of self-imposed isolation at the Antarctic Advance Base in 1934 is one of great personal courage. It is a moving drama in the literature of polar exploration. | | | |
| 921 | Campanello, Roy | IT'S GOOD TO BE ALIVE | Little, 1959 | Jr
Sr |
| | This is a true adventure story of the great baseball player's battle against seemingly insurmountable odds. As the title indicates, the philosophy behind the story is indicative of the author's courage. | | | |
| | Coates, Belle | SIGN OF THE OPEN HAND | Scribner, 1962 | M |
| | The author tells a sympathetic and realistic story of Indian life on a reservation in Montana in the early 1900's. A problem is solved by an old man's wit and a little girl's courage. | | | |
| | Coatsworth, Elizabeth | THE PRINCESS AND THE LION | Pantheon, 1963 | M |
| | This is a touching story of an Ethiopian princess of long ago and of her undaunted courage. | | | |
| 921 | Comandini, Adele | DR. KATE, ANGEL ON SNOWSHOES | Holt, 1956 | Jr
Sr |
| | Kate Pelham was a remarkable woman doctor who overcame many obstacles to achieve her professional goal. She joined her husband in the North woods, where she served as the country doctor for a vast area. She visited her patients on snowshoes. | | | |
| 920 | Commager, Henry S. | CRUSADERS FOR FREEDOM | Doubleday, 1962 | Jr
Sr |
| | The premise of this book is that whatever rights and freedoms we have were obtained only by the efforts and sacrifices of courageous individuals such as Paine, Blackwell, and Tubman. This is a collective biography of these and other heroes. | | | |
| 921 | Cooke, David C. | TECUMSEH, DESTINY'S WARRIOR | Messner, 1959 | U |
| | Tecumseh, the great Shawnee chief, attempted to form a confederation of all the Indian tribes in North America. His effort to stop the encroachments of the white men upon the Indians' land failed, but the vision of this great Indian humanitarian who worked hard for peace should not be forgotten. | | | |
| | Crane, Stephen | THE RED BADGE OF COURAGE | Dodd-Mead, 1957 | Jr
Sr |
| | Young Henry Fleming is scared to death as he waits for the attack on Chancellorsville. When the attack begins, he runs; but he lives to fight another day. This book is an introspective study of the fear and courage experienced by a soldier in actual combat. | | | |

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| 921 | Dahl, Borghild | FINDING MY WAY | Dutton, 1962 | Jr |
| | An author of many books recounts how, after becoming totally blind, she had to re-arrange food, clothes, furniture and habits so that she could live independently. The book stands out as an epic of courage and self-reliance. | | | |
| 921 | Dalgliesh, Alice | THE COLUMBUS STORY | Scribner, 1955 | P |
| | The well-known story of Columbus is related authentically and simply. Bold and exciting illustrations by Politi make this an ideal introduction to the life of Columbus. | | | |
| | Dalgliesh, Alice | COURAGE OF SARAH NOBLE | Scribner, 1954 | M |
| | This book tells the true story of a brave little girl who, in 1717, went with her father into the wilds of Connecticut. | | | |
| 921 | De Grummond,
Lena Y. | BABE DIDRIKSON, GIRL
ATHLETE | Bobbs-Merrill, 1963 | M |
| | This is an easy-to-read account of the childhood and happy family life of a famous woman athlete. The reader derives an understanding of the drive, ambition, and hard work that are necessary to achieve championship status. | | | |
| | De Leeuw, Cateau | FEAR IN THE FOREST | Nelson, 1960 | U |
| | A boy whose father was killed by Indians overcomes his fear of the forest in the Northwest Territory when he joins a packhorse train. | | | |
| | Dodson, Kenneth | AWAY ALL BOATS! | Little, 1954 | Jr |
| | The attack-transport Belinda lands troops on one island after another. Its crew helps in the assault, cares for the wounded, and then removes the survivors. This excellent book is full of fighting, courage, and death. | | | |
| 355 | Donovan, Frank | THE MEDAL | Dodd-Mead, 1962 | Jr
Sr |
| | Since 1861, the Congressional Medal of Honor has been awarded for bravery beyond the call of duty. Donovan tells, in fine journalistic style, the stories of many of its heroes during the last one hundred years. | | | |
| 940.53 | Donovan, Robert J. | P. T. 109 | McGraw-Hill, 1961 | Jr
Sr |
| | This story of President Kennedy's most heroic exploit in World War II begins slowly, but it catches fire about half-way through the narrative when the patrol boat begins its last fatal trip. It is a stirring tale, made all the more exciting because it concerns John F. Kennedy. | | | |
| 919.9 | Dufek, George J. | OPERATION DEEPFREEZE | Harcourt-Brace, 1957 | Sr
C |
| | The commander of the U.S. Naval Support Force Antarctica tells the story of the first men to land at the South Pole. They arrived by plane to establish bases for studies conducted during the International Geophysical Year. | | | |

COURAGE

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|-----|---|---------------------|-------------------------|----------|
| | DuSoe, Robert C. | THREE WITHOUT FEAR | Longmans, 1946 | U
Jr |
| | Shipwrecked off the southern coast of Baja California, an American boy is aided by two Indian orphans. Sharing hardships and dangers with real courage, they are able to make their way to civilization. | | | |
| | Edmonds, Walter D. | THE MATCHLOCK GUN | Dodd-Mead, 1941 | U
Jr |
| | The author relates an exciting, true story of a courageous boy who protected his mother and sister from the Indians of the Hudson Valley. | | | |
| | Elkin, Benjamin | LUCKY AND THE GIANT | Childrens Pr., 1962 | M |
| | For easy reading, this fairy tale involves a rather mild giant, a little boy, and his mother and father. Lucky, the little boy, saves his father and mother by defeating the giant. | | | |
| 921 | Fabre, Lucien | JOAN OF ARC | Bob Spencer Books, 1954 | C |
| | This scholarly biography paints Joan against the backdrop of her time. Erudite, moving, it is a tribute to a courageous spirit. | | | |
| | Fatio, Louise | RED BANTAM | McGraw-Hill, 1963 | P |
| | Red Bantam was at the mercy of the big rooster because of his small size, but he proved that his size had little to do with his great courage. | | | |
| | Faulkner, Georgene | MELINDY'S MEDAL | Messner, 1945 | M |
| | A different pattern of family life is described in an interesting story of an 8-year-old Negro girl who won her medal for "just pure bravery." | | | |
| | Felt, Sue | HELLO - GOODBYE | Doubleday, 1960 | P |
| | Two little girls and their family have moved so often that it seems they say "Goodbye" to friends as soon as they say "Hello." They miss their old friends, but new friends always turn up. | | | |
| SC | Fenner, Phyllis R. | NO TIME FOR GLORY | Morrow, 1962 | Jr
Sr |
| | Miss Fenner has collected 10 short stories about World War II which point up the drama, suffering, humor, and bravery to be found in a world at war. | | | |
| SC | Fenner, Phyllis R. | OVER THERE | Morrow, 1961 | Jr
Sr |
| | This is a collection of fine short stories about World War I, all by distinguished authors and all characterized by fighting courage. Some stories are light, others are tragic, but all are well-chosen and inspiring. | | | |
| | Fern, Eugene | PEPITO'S STORY | Farrar, 1960 | P |
| | Lonely Pepito's only joy was dancing, even though the other children in the fishing village ridiculed him. When his talents saved an unhappy little girl, he was never lonely again. | | | |

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| SC | Ferris, Helen J. | THE BRAVE AND THE FAIR | Winston, 1960 | Jr
Sr |
| | Eleven short stories tell how a young American heroine shows courage, endurance, or compassion under difficult circumstances. All the tales are readable, showing variety in style and unity in theme. | | | |
| | Forester, Cecil | THE GOOD SHEPHERD | Little, 1955 | Sr |
| | Captain Krause has only four small ships to protect a large convoy. Two days from port, it is attacked by a submarine wolf-pack. During 48 long hours of constant battering, the captain has to fight off anguish, physical suffering, and fatigue. | | | |
| 921 | Frank, Anne | DIARY OF A YOUNG GIRL | Doubleday, 1952 | Jr
Sr |
| | Anne's diary tells what she saw and felt while she and her family were in hiding from the Nazis in Amsterdam. She records the daily eruptions as eight people live under the strain of hunger and the danger of death in the concentration camp at Belsen. | | | |
| | Freedman, Benedict | MRS. MIKE | Coward, 1947 | Jr
Sr |
| | Travelling seven hundred miles north of Edmonton, Alberta, all by dog sled, Kathy Flanagan faces life courageously and devotedly as the wife of a Mountie. She carries on despite almost insurmountable difficulties, including the Arctic winter, the loss of two children during an epidemic, and social problems with the Indians. | | | |
| 921 | Galt, Tom | PETER ZENGER, FIGHTER
FOR FREEDOM | Crowell, 1951 | Jr |
| | Zenger, whose family came to America to escape religious persecution, exposed enough political treachery to be charged with libel. Instead of knuckling under, he fought back and was brought to trial. His trial and its outcome formed a cornerstone for American liberty and freedom of the press. | | | |
| | Glasgow, Ellen | BARREN GROUND | Peter Smith, 1925 | C |
| | "We make our living out of barren ground" is the theme of this novel of the South. With courage and dedication, Dorinda, after a broken love affair, gives herself to the barren acres of her father's farm until they become green and fruitful. Her achievement brings her release from bitterness. | | | |
| 921 | Gould, Jean | A GOOD FIGHT | Dodd-Mead, 1960 | Sr |
| | FDR's conquest of polio is one of the finest stories in history regarding courage in the face of physical handicap. The author relates that conquest from the onset of the disease in 1921 to the time of the attack on Pearl Harbor 20 years later. | | | |
| | Gray, Elizabeth | THE CHEERFUL HEART | Viking, 1959 | U |
| | Toni, the little daughter, gives courage to the Tomaka family to rebuild their lives after the devastation of World War II in Japan. | | | |
| 610 | Greene, Carla | DOCTORS AND NURSES: WHAT
DO THEY DO? | Harper, 1963 | M |
| | This book should reassure children who have fears about hospitals, doctors, and nurses. | | | |

COURAGE

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| | Gruenberg,
Sidonie, comp. | ALL KINDS OF COURAGE | Doubleday, 1962 | M |
| | Thirty-nine selections by well-known children's authors, including Coatsworth, Wilder, Sperry, and Estes, illustrate the different kinds of courage which might be required of children. | | | |
| | Hamori, Lazlo | DANGEROUS JOURNEY | Harcourt-Brace, 1962 | U |
| | A dramatic adventure story of two courageous Hungarian boys who flee to Austria, this is an excellent picture of life behind the Iron Curtain. | | | |
| 973.7 | Heaps, Willard | THE BRAVEST TEENAGE YANKS | Duell, 1963 | Jr |
| | Each of the teenage heroes of the Civil War depicted in this volume won the Congressional Medal of Honor. Their stories of courage are retold simply but vividly. | | | |
| 920 | Heiderstadt, Dorothy | FRONTIER LEADERS AND PIONEERS | McKay, 1962 | U
Jr |
| | Brief sketches of 20 men describe how they helped to build the American frontier. The reader realizes that men of education and culture can be just as resolute and heroic and are just as needed as frontier fighters. Included are Johnny Appleseed and James Audubon. | | | |
| | Hemingway, Ernest | OLD MAN AND THE SEA | Scribner, 1962 | Jr
Sr |
| | A heartbreaking struggle with a giant marlin follows 84 days of bad luck for a poor, old Cuban fisherman. Courageously, he pits his strength against the forces of nature. | | | |
| 818 | Hersey, John | HERE TO STAY | Knopf, 1962 | Sr |
| | A master reporter has assembled some of his own brilliant reports of superhuman courage and tenacity, as shown by ordinary men and women. Most of the stories concern events during World War II, including the attack on Hiroshima and Nazi concentration camp atrocities. | | | |
| | Hersey, John | THE WALL | Knopf, 1950 | Sr
C |
| | Written as a diary by a Warsaw Jew, <i>The Wall</i> tells the story of the horrors endured in the ghetto as the Jews were being exterminated by Hitler. Disease, filth, and hunger are shown against a background of love and courage. | | | |
| 915.4 | Herzog, Maurice | ANNAPURNA | Dutton, 1953 | Sr
C |
| | The author was a member of the 1950 French Himalayan Expedition which conquered Annapurna, a mountain second only to Mount Everest in height. This is the day-by-day account of nine men, who together faced joy, pain, sickness, and death. The conquest of the mountain became a symbol of their team spirit, their invincible courage, and their remarkable endurance. | | | |
| 910.4 | Heyerdahl, Thor | KON-TIKI | Rand-McNally, 1950 | U
Jr
Sr
C |
| | In terms of men-against-the-sea, this account of the voyage of a balsa log raft across 4000 miles of ocean is one of intelligent courage. It is a true classic of adventure. The young people's edition is suitable for junior high and upper elementary school readers. | | | |

COURAGE

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|-------|---|--------------------------|---------------------|----|
| 921 | Hume, Ruth F. | FLORENCE NIGHTINGALE | Random House, 1961 | Jr |
| | Family opposition was only the first of many obstacles faced by the first lady of nursing during a long and triumphant life. Mrs. Hume tells the story of her heroic work in the Crimea, in India, and in England as a nurse, a social worker, a founder of hospitals and nurse training centers, and an educator of governments. | | | |
| | | | | |
| 915.4 | Hunt, John | CONQUEST OF EVEREST | Dutton, 1954 | Jr |
| | This is the authoritative account of the preparations for and the final conquest of Mount Everest. It is a record of a combined operation in which man had to match his cunning and courage against great odds. | | | |
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| 921 | Jenkins, Elizabeth | ELIZABETH THE GREAT | Coward, 1959 | Sr |
| | This account of the formation, growth, and flowering of an extraordinary personality is the story of a courageous girl and woman. The author has written a psychological biography, penetrating as closely as possible into the inner life of Elizabeth I of England. | | | |
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| 921 | Kane, Harnett | MIRACLE IN THE MOUNTAINS | Doubleday, 1956 | Sr |
| | Small, gently reared Martha Berry devoted her life to building a school for impoverished mountain children. The remarkable story of her struggle makes a genuinely inspiring biography. | | | |
| | | | | |
| | Kazan, Elia | AMERICA, AMERICA | Stein and Day, 1962 | C |
| | The theme of this novel is the overwhelming determination of a young Greek boy to reach America. The story is told from a director's viewpoint, and, thus, the form is unusual. It resembles that of a script for a moving picture. | | | |
| | | | | |
| | Keith, Harold | RIFLES FOR WATIE | Crowell, 1957 | U |
| | Although small for his age, Jeff Bussey joins the Union Army and becomes in turn an infantryman, cavalryman, and scout. His preventing the rebel Cherokee leader Watie from obtaining rifles requires a lot of courage. Jeff matures as a fine young man, able to understand even the beliefs and outlook of his enemies. | | | |
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| 920 | Kennedy, John F. | PROFILES IN COURAGE | Harper, 1956 | U |
| | Robert Taft, Daniel Webster, George Norris and many others took stands which were contrary to public opinion. They risked grave criticism and political extermination for what they considered right. The courageous Mr. Kennedy has here presented some fine examples of high moral courage. This book also is available in a younger reader's edition for pupils in upper elementary school grades. | | | |
| | | | | |
| 616 | Killilea, Marie L. | KAREN | Prentice-Hall, 1952 | Jr |
| | Karen was born with cerebral palsy. With love and patience, her parents battled to give their child a life worth living. Despair was never acknowledged in this book filled with determination and triumph. | | | |
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| | Kingman, Lee | PETER'S LONG WALK | Doubleday, 1953 | P |
| | Peter wants so much to belong to a school group that he takes a long walk in search of playmates. | | | |

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|--------|--|--------------------------------|----------------------|----------|
| | Lampman, Evelyn | THE TREE WAGON | Doubleday, 1953 | U
Jr |
| | This is a true story based on the adventures of a family. It faced great dangers in a trip across the country in a covered wagon so that the first tree nursery in the Oregon Territory could be established. | | | |
| | Lenski, Lois | PRAIRIE SCHOOL | Lippincott, 1951 | U |
| | This story of suspense brings to the reader the amazing fortitude and resourcefulness of the people in the Dakota wheat country during the blizzard of 1949. | | | |
| 940.53 | Le Vien, Jack | WINSTON CHURCHILL | Geis, 1962 | C |
| | This book is based upon the memorable television series which was a supplement and a complement to Churchill's six-volume history. Here is truly the essence of the pageant of history. | | | |
| 921 | Levine, Isaac Don | MITCHELL: PIONEER OF AIR POWER | Duell, 1958 | Sr
C |
| | This full-length biography highlights Billy Mitchell's courageous fight for use of the airplane as an instrument of war. His stand resulted in court-martial on charges of insubordination. | | | |
| | Lewis, Elizabeth | TO BEAT A TIGER | Holt, 1956 | Jr |
| | A group of boys living in a hovel in Shanghai during the Japanese occupation suffer from hunger, misery, and peril as they face almost certain death. Loyalty, courage, and faith in one another lead them to a happier life. | | | |
| | Lifton, Betty | DWARF PINE TREE | Atheneum, 1963 | M |
| | A Japanese tale of life, love, beauty, and sacrifice is woven around the experiences of a little pine tree and his princess. | | | |
| 921 | Lindbergh, Charles | SPIRIT OF ST. LOUIS | Scribner, 1953 | Sr
C |
| | The real Lindbergh is revealed in this story. It culminates in his epic flight of 3,600 miles from New York to Paris in 1927, traveling in a single-engine plane. | | | |
| | Lipkind, William | LITTLE TINY ROOSTER | Harcourt-Brace, 1960 | P |
| | The rooster shows courage and loyalty when the fox invades the hen house. | | | |
| 910.4 | Lord, Walter | A NIGHT TO REMEMBER | Holt, 1955 | Jr
Sr |
| | This book describes graphically the events and the behavior of the people on board the "Titanic" when it rammed an iceberg in 1912 and sank with a loss of 1500 lives. A few of those who survived and many who went down with the ship were true heroes. | | | |
| 976 | Lord, Walter | A TIME TO STAND | Harper, 1961 | Jr
Sr |
| | Bit by bit, the author puts the pieces of the story together concerning the battle of the Alamo. The event is dramatically reconstructed from evidence newly unearthed from both Texan and Mexican sources. The narrative moves swiftly on to the famous massacre, in which both cowardice and heroism were displayed. | | | |

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|-------|---------------------|--|--------------------|---------------|
| 179.6 | Mackenzie, Compton | CERTAIN ASPECTS OF MORAL
COURAGE | Doubleday, 1963 | C |
| | | Over the centuries, there have been those persons who, at great risk, have dared to stand up for their beliefs in the face of popular opinion. Examples described in this book are drawn from the whole course of history. | | |
| | MacLean, Alistair | GUNS OF NAVORONE | Doubleday, 1957 | Sr |
| | | To save the lives of 1200 British soldiers trapped on an island, five hand-picked commandos are sent to scale a cliff and silence the guns of an enemy fortress. Excitement, authentic atmosphere, and sharp characterization all help in this picture of heroism. | | |
| 920 | McNeer, May | ARMED WITH COURAGE | Abingdon, 1957 | U
Jr |
| | | Short and stimulating accounts describe seven men and women who, with great physical and spiritual determination, helped their fellow man unselfishly. The illustrious seven are Florence Nightingale, Father Damien, George Washington Carver, Wilfred Grenfell, Mahatma Gandhi, Jane Addams, and Albert Schweitzer. | | |
| 616 | Marshall, Alan | I CAN JUMP PUDDLES | World, 1956 | Jr
Sr |
| | | This is a compelling story of a boy's victory over polio. Alan never believed for a moment that he was in any way different from other boys. | | |
| 616 | Martin, Betty | MIRACLE AT CARVILLE | Doubleday, 1950 | Jr
Sr |
| | | The author was only 19 when she was stricken with leprosy and sent to Carville. While there, she learned the value of faith and courage. Despite many difficulties, she was cured and undertook a mission to provide education concerning leprosy and to help the afflicted. | | |
| 921 | Mehta, Ved P. | FACE TO FACE | Little, 1957 | Jr
Sr
C |
| | | This is an inspiring account of a young Hindu who is totally blind. The Arkansas State School for the Blind so successfully aided him in overcoming his handicap that he was able to attend Pomona College, where he was graduated as a member of Phi Beta Kappa, and then Baliol College at Oxford University. This book is a revelation concerning a blind person's capacity to succeed. | | |
| | Merrell, Elizabeth | MARY IN COMMAND | Nelson, 1956 | Jr |
| | | Married at 16 to a ship's captain, Mary Patten was rounding the Horn in the 1850's when her husband was taken ill with pneumonia. She took entire charge of the ship and brought it safely to San Francisco. | | |
| 940.9 | Michener, James | BRIDGE AT ANDAU | Random House, 1957 | Sr |
| | | This is a first-hand account of the revolt against the Soviets in 1956. The bravery of the refugees, described from reports of interviews with the people, was a testimonial to man's incredible courage and indomitable spirit in the face of oppression. | | |
| | Monsarrat, Nicholas | CRUEL SEA | Knopf, 1951 | Sr
C |
| | | Here is all the cruelty of war at sea as faced by the men of the British corvette Compass Rose and the frigate Saltash. Descriptions of the action provide the reader with the feel of the long battle against U-boats in the North Atlantic during World War II. | | |

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|--------|---|--------------------------------|------------------------|---------------|
| 921 | Morison, Samuel | ADMIRAL OF THE OCEAN SEA | Little, 1942 | Sr
C |
| | This definitive work won a Pulitzer Prize for biography. It combined extreme erudition and the art of good writing. The author prepared for the writing of this book by following the routes of Columbus' voyages in small sailing vessels comparable to those used by the courageous explorer. | | | |
| | Morris, Edita | FLOWERS OF HIROSHIMA | Viking, 1959 | Sr |
| | A family in Hiroshima accepts a young American as a boarder. He sees the family face the problems left in the wake of the A-bomb, including the death of the mother, the horrible scars and injuries, the radiation sickness, and the effect on posterity. | | | |
| | Muntz, Hope | GOLDEN WARRIOR | Scribner, 1949 | Sr
C |
| | A far-distant historical period comes to life in this beautifully written novel about Harold, the last of the Saxon kings of England, and his gallant stand against William the Conqueror. | | | |
| 910.4 | Noyce, Wilfred | THEY SURVIVED | Dutton, 1963 | C |
| | The author, a mountaineer, has turned to a study of great cases of survival. He discusses the psychological and spiritual powers of persons who have survived, what enabled them to do so, and what caused others to succumb. | | | |
| | O'Dell, Scott | ISLAND OF THE BLUE
DOLPHINS | Houghton Mifflin, 1960 | U
Jr
Sr |
| | Living alone on a bleak island off the coast of California, an Indian girl makes the best of her circumstances. She forages for food, has only animals for companions, and relies courageously upon her own wits until rescued 18 years later. | | | |
| 921 | Peare, Catherine | THE FDR STORY | Crowell, 1962 | U
Jr
Sr |
| | This biography emphasizes Roosevelt's great moral strength, his fearless battle against polio, and his ability to rise above personal affliction and political opposition. Of these, probably the medical problem receives the most attention. Suitable for upper elementary school grades. | | | |
| 921 | Peare, Catherine | MARY MCLEOD BETHUNE | Vanguard, 1951 | Jr
Sr |
| | The high quality of her character and courage is captured in this story of a remarkable Negro woman. She worked for her own education and later established Bethune-Cookman College for Negroes in Florida. | | | |
| 921 | Piersall, Jim | FEAR STRIKES OUT | Little, 1955 | Jr
Sr |
| | Courage and baseball are combined topics in this story of a baseball star who fought his way back from mental illness to recovery and a renewed career. | | | |
| 940.53 | Pyle, Ernie | BRAVE MEN | Grosset, 1944 | Jr
Sr |
| | Based on dispatches from June, 1943, to September, 1944, when Ernie Pyle himself was killed in action, this account of World War II was written in terms of the American soldier who took part. | | | |

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| 940.53 | Ryan, Cornelius | THE LONGEST DAY:
JUNE 6, 1944 | Simon, 1959 | Jr
Sr |
| | | <p>This detailed account of the Allied invasion is not so much a military history as a story of the people who were engaged in this historic event. The troops in the Allied Forces, soldiers of the Third Reich, and civilians are caught up in the confusion of battle. Based on countless personal interviews and many war diaries, it is a record of astounding luck and remarkable courage.</p> | | |
| 812 | Schary, Dore | SUNRISE AT CAMPOBELLO | Random House, 1960 | Sr
C |
| | | <p>This gripping play depicts vividly the courageous story of FDR's triumph over adversity, from the onset of polio at Campobello to his remarkable return to politics eight years later.</p> | | |
| 591.5 | Schlein, Miriam | ELEPHANT HERD | W. R. Scott, 1954 | P |
| | | <p>Two small elephants realize the importance of group life when they face a night away from the herd.</p> | | |
| 355 | Schott, Joseph L. | ABOVE AND BEYOND | Putnam, 1962 | Jr
Sr |
| | | <p>This is the account of the Medal of Honor since its inception in 1861. The author recounts many of the stories associated with this award for courage above and beyond the call of duty.</p> | | |
| | Schwarz-Bart, Andre | LAST OF THE JUST | Atheneum, 1960 | C |
| | | <p>Recipient of the 1959 Goucourt Prize, this novel tells the story of the Levy family from the pogrom at York, England, in 1185 to Auschwitz. Part history, part vision, this first novel culminates in a description of the courageous leadership of one Just Man leading his fellows to the gas chambers.</p> | | |
| 940.53 | Scoggin, Margaret, ed. | BATTLE STATIONS | Knopf, 1953 | Jr
Sr |
| | | <p>This volume contains true stories of men in World War II. It would be useful for reading aloud and in providing examples of courage.</p> | | |
| 910.4 | Scoggin, Margaret | ESCAPES AND RESCUES | Knopf, 1960 | Jr
Sr |
| | | <p>Whether in war or peace, there are always true stories of men who have saved the lives of their fellows through unusual courage and determination. Here are thirteen such stories. Their locales range from the harbors of Japan to the wastes of Antarctica.</p> | | |
| | Seckar, Alvena | ZUSKA OF THE BURNING HILLS | Walck, 1952 | U |
| | | <p>A closely knit Slovak family endures the hardships of a West Virginia mining village with courage and resourcefulness until it acquires a long-desired farm.</p> | | |
| | Sperry, Armstrong | CALL IT COURAGE | Macmillan, 1940 | U
Jr |
| | | <p>Mafatu, son of a chief in the South Sea Islands, becomes an exile because he fears the sea and his tribe thinks him to be cowardly. He faces dangers, finds courage, and is welcomed back to the tribe.</p> | | |

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|-------|---|--------------------------|---------------------------|--------------|
| | Steele, William O. | WINTER DANGER | Harcourt-Brace, 1954 | U |
| | Although toughened by a life of wandering in the frontier wilderness with his father, 11-year-old Caje Amis longs for a real home. When his desire is granted, he finds he must make many adjustments in accepting a settled way of life. | | | |
| | Stolz, Mary | BELLING THE TIGER | Harper, 1961 | M |
| | Two timid mice, assigned to bell the household cat, find themselves in a jungle where they bell a tiger and frighten an elephant. | | | |
| 973.3 | Stoudt, John J. | ORDEAL AT VALLEY FORGE | Univ. of Penna. Pr., 1963 | C |
| | In a diary-like account based upon primary sources, the author discusses many interesting aspects of the famous encampment at Valley Forge. The daily lives of the men who so courageously endured the winter ordeal are depicted. | | | |
| SC | Tibbetts, Albert B. | COURAGE IN KOREA | Little, 1962 | Jr |
| | Ten stories of the Korean War illustrate the gallantry, courage, and comradeship shown by American fighting men in action. Whether serious or humorous, each story is seen from the viewpoint of someone in the front line. | | | |
| 179.6 | Tillich, Paul | COURAGE TO BE | Yale Univ. Pr., 1962 | C |
| | A student and critic of culture interprets faith through analyses of courage. | | | |
| | Ullman, James | BANNER IN THE SKY | Lippincott, 1954 | Jr |
| | A Swiss boy, Rudi, joins a party of climbers to prove that a mountain can be conquered. The story shows a boy's struggle to become a man. | | | |
| 921 | Vaeth, J. Gordon | TO THE ENDS OF THE EARTH | Harper, 1962 | Jr
Sr |
| | The skill and heroism of Roald Amundsen, the great Norwegian explorer who discovered both the North Pole and the South Pole, are described with an abundance of excellent photographs and fine, direct writing. | | | |
| | Vance, Marguerite | WINDOWS FOR ROSEMARY | Dutton, 1956 | U
M
Jr |
| | Blindness is presented not as a handicap but as a challenge. Rosemary wastes no precious moments wishing her world were different, for she is too busy making the most of all her opportunities to learn and live. | | | |
| | White, Robb | UP PERISCOPE | Doubleday, 1956 | Jr
Sr |
| | In facing submarine duty, Ken Braden learns the meaning of discipline, duty, and courage. | | | |
| | Zolotow, Charlotte | A TIGER CALLED THOMAS | Lothrop, 1963 | P |
| | A lonely boy finds he has friends on Halloween. | | | |

RESPONSIBILITY

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|-----|--|---------------------------|------------------------|---|
| | Acker, Helen | THE SCHOOL TRAIN | Abelard, 1953 | M |
| | Two boys who live in a cabin deep in the Canadian forest are delighted to hear that the government plans to send out a school train. The story illustrates the impact of community life on isolated people and presents an excellent picture of an unusual school. | | | |
| | Arora, Shirley L. | WHAT THEN, RAMAN? | Follett, 1960 | U |
| | Raman was the first in his village in India to learn to read. An American teacher guided him toward sharing his ability with others. This is a story of inspiration, struggle, and cooperation. | | | |
| 301 | Ashley-Montagu, Monague | ON BEING HUMAN | Abelard, 1950 | C |
| | The author believes that the teaching of morality does not conflict with the laws of nature. Cooperation, not conflict, is presented as the natural law of life. | | | |
| | Bannon, Laura | HAWAIIAN COFFEE PICKER | Houghton Mifflin, 1962 | M |
| | Tim is so successful in learning how to budget his time after his uncle gives him a watch that he is allowed to keep his pets. Previously, he had wasted so much time that he was not doing his share of the coffee-picking. A good story on the theme of learning to assume responsibility. | | | |
| | Bishop, Claire | THE FIVE CHINESE BROTHERS | Coward, 1938 | P |
| | In this humorous tale, five brothers work together to save the life of one brother. | | | |
| | Bradbury, Bianca | ONE KITTEN TOO MANY | Houghton Mifflin, 1952 | P |
| | A well-mannered Siamese kitten must teach her unruly guest to behave before they can live together peaceably. | | | |
| | Bragdon, Elspeth | THAT JUD! | Viking, 1957 | U |
| | Jud, an orphan who means well but always seems to be in trouble, feels unwanted by the people in the Maine village who have assumed responsibility for him. Then, through an act of courage, he is accepted by the townspeople and wins their respect. | | | |

RESPONSIBILITY

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|--------|--|-------------------------------|--------------------------|---------|
| 170.9 | Breasted, James H. | DAWN OF CONSCIENCE | Scribner, 1933 | C |
| | The beginnings of moral order, the growth of rules of conduct, and the beginnings of conscience are retraced to the ancient days of the Valley of the Nile. | | | |
| 901 | Brinton, Clarence C. | IDEAS AND MEN 2nd ed. | Prentice-Hall, 1963 | C |
| | In this discussion of Western thought, the author considers fundamental ideas of our culture concerning ethics and religion. | | | |
| | Buchan, John | THIRTY-NINE STEPS | Nelson, 1915 | C |
| | In this classic spy story, the plot unfolds against the background of World War I. The war symbolizes the battles between moral decency and disorder and between good and evil. | | | |
| | Bulla, Clyde Robert | THE POPPY SEEDS | Crowell, 1955 | M |
| | Although water must be carried from the river, young Pablo plants his seeds by every house. When angry old Antonio finds three poppies flowering by his lone spring, he decides to share his cool water with the people of the village. | | | |
| 917.3 | Burlingame, Roger | AMERICAN CONSCIENCE | Knopf, 1957 | C |
| | A national conscience is traced back to the Pilgrims and the Indians. In the sociological essays in this book, the author interprets the American past in terms of moral judgments. | | | |
| | Carr, Mary Jane | CHILDREN OF THE COVERED WAGON | Crowell, 1957 | U |
| | This is the story of wagon trains pushing westward and of the courageous pioneers who made the perilous trek. | | | |
| 921 | Clapesattle, Helen | DOCTORS MAYO 2nd ed. | Univ. of Minn. Pr., 1954 | Sr
C |
| | This is a careful and authoritative biography, permeated with the spirit of the doctors and of their struggles, goals, and achievements. Many anecdotes from their private lives are told in conjunction with details of their medical accomplishments. Their differences, the individual genius of each, and, above all, their teamwork, are described sympathetically. | | | |
| 370.19 | Conant, James B. | SLUMS AND SUBURBS | McGraw-Hill, 1961 | Sr
C |
| | An outstanding educator discusses the problems and the contrasts of schools in wealthy suburbs and in large city slums. The author tells what is being done in various cities to improve the situation. | | | |
| | Daringer, Helen F. | ADOPTED JANE | Harcourt-Brace, 1947 | U |
| | A girl from an orphans' home must decide which of two families she will choose to be her own. Jane's appreciation of both prospective foster mothers is genuine and warm, but she makes her decision on the basis of where she is most needed. | | | |

RESPONSIBILITY

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|-------|--|---|-------------------------|---------|
| | De Angeli, Marguerite | ELIN'S AMERIKA | Doubleday, 1941 | M |
| | A little Swedish girl is lonely in colonial Delaware until a ship from her homeland brings another little girl to live with her. | | | |
| 921 | DeGering, Etta | SEEING FINGERS: THE STORY
OF LOUIS BRAILLE | McKay, 1962 | U |
| | This famous French inventor of a means of reading for the blind adjusted to his own disability and, in so doing, helped other handicapped persons. | | | |
| 172.2 | Douglas, Paul H. | ETHICS IN GOVERNMENT | Harvard Univ. Pr., 1953 | C |
| | Practical remedies are advanced for curbing corruption among public officials. | | | |
| 915 | Douglas, William O. | STRANGE LANDS AND
FRIENDLY PEOPLE | Harper, 1951 | Sr
C |
| | A firm belief in man's humanity to man permeates this report of Justice Douglas' travels in the Middle East. | | | |
| | Edmonds, Walter D. | THEY HAD A HORSE | Dodd-Mead, 1962 | Jr |
| | By giving up their most valued possession, Jacob and his wife are able to draw the settlers in colonial New York into a partnership to obtain a horse for the community. This deeply moving story presents a picture of how America was built through courage, vision, sacrifice, and mutual helpfulness. | | | |
| | Edmonds, Walter D. | TWO LOGS CROSSING | Dodd-Mead, 1943 | U
Jr |
| | When his father dies, John Haskell has to take care of the family and pay off a debt owed by his father. He works on the farm in summer and traps for furs in winter. Because of legal trickery, John has to pay the debt twice. Throughout the story, he shows perseverance, resourcefulness, and initiative. | | | |
| | de Regniers, Beatrice | A LITTLE HOUSE OF YOUR OWN | Harcourt-Brace, 1955 | P |
| | The concept of the need for privacy is developed in this little book, which pictures various reactions to being alone. | | | |
| | Faulkner, William | INTRUDER IN THE DUST | Random House, 1948 | C |
| | Two boys, one Negro and one white, and an aristocratic old maid accumulate evidence to prove the innocence and prevent the lynching of a Negro accused of murder. | | | |
| | Forbes, Esther | JOHNNY TREMAIN | Houghton Mifflin, 1943 | U
Jr |
| | Johnny's arrogance makes him unacceptable to his fellow apprentices. Later, during the American Revolution, he learns to work as a member of a group. This is an exciting, dramatic story. | | | |

RESPONSIBILITY

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|--------|---|--------------------------------|----------------------------|----------|
| 137 | Fosdick, Harry E. | ON BEING A REAL PERSON | Harper, 1943 | Sr
C |
| | Written from a psychological, as well as a religious, point of view, this book deals with many aspects of personality. It is a useful guide for teaching such concepts as responsibility and integrity. | | | |
| | Freuchen, Pipaluk | ESKIMO BOY | Lathrop, 1951 | Jr |
| | When his father is killed by a walrus, young Ivik tries to take his father's place in providing for the family. Although isolated and near starvation, he assumes with grim courage the responsibilities of manhood in a primitive culture. | | | |
| | Gág, Wanda | GONE IS GONE | Coward, 1935 | P |
| | This is an old folk tale of a peasant who exchanged work with his wife—for one day only! | | | |
| 301.15 | Gardner, John | EXCELLENCE | Harper, 1961 | C |
| | Basic in our concepts and traditions are two opposing philosophies—equality and excellence. Considering our present society, the author offers insights into the value and need of higher standards of excellence in society as a whole. | | | |
| 301.2 | Gardner, John | SELF-RENEWAL | Harper, 1963 | C |
| | A vital society depends upon the creativity of the individual. It is the responsibility of the individual to identify with those values which are self-renewing. Each generation must refight the crucial battles and bring new vitality to the society, or that society will be allowed to decay. | | | |
| | Gipson, Fred | OLD YELLER | Harper, 1956 | Jr
Sr |
| | With the help of "Old Yeller," a big, ugly, slick-haired, hound-dog, Travis proved he could be "man of the house" when his father left the family to follow a long cattle trail. | | | |
| 921 | Greenslet, Ferris | LOWELLS AND THEIR SEVEN WORLDS | Houghton Mifflin, 1946 | Sr
C |
| | This excellent multiple biography traces the history of the Lowell clan for ten generations. The clan's contribution to business, law, science, art, and education constitutes entertaining and informative reading. The Lowells, as a family, found their greatest satisfaction in contributing to the public welfare. | | | |
| 321.82 | Hallowell, John | MORAL FOUNDATION OF DEMOCRACY | Univ. of Chicago Pr., 1954 | C |
| | The author states that the moral foundations of a democracy are based on justice, ethical rightness, and human nature. | | | |
| 325.7 | Handlin, Oscar | UPROOTED | Little, 1951 | C |
| | Great migrations to America are described with a deep concern for the people as well as for the events. | | | |

RESPONSIBILITY

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|----------|------------------|--|-----------------------|----------|
| 940.53 | Hersey, John | HIROSHIMA
August 6, 1945, is relived in this superb report of the effect of the atom bomb on six people. | Knopf, 1946 | Sr
C |
| 338.9 | Hoffman, Paul G. | WORLD WITHOUT WANT
The managing director of the United Nations Special Fund is concerned with the 1.3 billion people living in underdeveloped countries. He points out their seething unrest as one of the most crucial forces in the world today. Primary appeal is to the reader's social conscience. | Harper, 1962 | C |
| 338.91 | Jackson, Barbara | RICH NATIONS AND THE POOR NATIONS
The responsibility of the Atlantic nations for the present and future of the less-developed nations of Asia, Africa, and Latin America is outlined. This is an appeal to enlightened motives, with the intent to stimulate immediate action. | Norton, 1962 | C |
| 921
A | Judson, Clara | CITY NEIGHBOR; THE STORY OF JANE ADDAMS
Life at Hull House and Jane Addams' contributions to the health and welfare of the people of Chicago are described. | Scribner, 1951 | U
Jr |
| | Kahl, Virginia | AWAY WENT WOLFGANG!
Everyone has his place and his work in the community if he can only find it, as this dog did in an Australian village. | Scribner, 1954 | P |
| | Kay, Helen | THE HOUSE OF MANY COLORS
The ingenuity and spirit of two Italian boys help them to achieve their goals of painting the house and of gaining the cooperation of their neighbors. | Abelard-Schuman, 1963 | M |
| | Kay, Helen | A PONY FOR THE WINTER
Molly loves horses, and more than anything else she wants a special pony to board for the winter. She comes to know the work and worry and the pride and pleasure of caring for a beloved animal, as well as the pain of finally parting with it. | Farrar, 1959 | M |
| | Kipling, Rudyard | CAPTAINS COURAGEOUS
Harvey Cheyne, the spoiled young son of a millionaire, falls from the deck of a liner and is picked up by the crew of a fishing boat. The captain presses the boy into service, teaching him the values of obedience and work. In one long fishing season, Harvey develops into the makings of a real man. | Doubleday, 1927 | Jr
Sr |
| 940.54 | Knebel, Fletcher | NO HIGH GROUND
In this popular, journalistic account of the story of the atom bomb, interpretations and moral judgments are avoided. In showing the results of its use, however, the author eloquently presents the case for reason. | Harper, 1960 | C |

RESPONSIBILITY

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|-------|--|------------------------|------------------------|----------|
| | Krumgold, Joseph | ...AND NOW MIGUEL | Crowell, 1953 | U |
| | Twelve-year-old Miguel Chavez, the son of a Spanish-American family living on a sheep ranch in New Mexico, knows that he has proved that he can assume responsibility when he is given permission to help drive the sheep to the summer pasture. | | | |
| | Lavolle, L. N. | CAPTAIN NUNO | Lothrop, 1963 | U |
| | This is a rousing adventure tale about a Portuguese boy. He solves his family's financial problems after his fisherman father is drowned. | | | |
| 614.8 | Leaf, Munro | SAFETY CAN BE FUN | Lippincott, 1961 | P |
| | In this revised edition, modern hazards are pointed out. For all of the book's lightheartedness and nonsensical drawings, the seriousness of the subject gets through very well to young children. | | | |
| | MacDonald, Golden | LITTLE LOST LAMB | Doubleday, 1945 | P |
| | The importance of the shepherd's staying with the flock and of retrieving wandering sheep is emphasized. | | | |
| | Martin, Patricia Miles | THE POINTED BRUSH | Lothrop, 1959 | M |
| | When Chung Yee shows "the power of the written word" to secure the release of Elder Uncle, who was unjustly imprisoned, Honored Father decides that all his sons shall sit at the feet of the teacher and grow wise and powerful. | | | |
| 324 | McCarthy, Agnes | LET'S GO TO VOTE | Putnam, 1962 | M |
| | Registration requirements, primary elections, political parties, elections, and the importance of the vote of each citizen are discussed. | | | |
| | McCloskey, Robert | MAKE WAY FOR DUCKLINGS | Viking, 1941 | P |
| | A mother duck and a father duck find a home for their children and help them grow up. Friendly people help them solve the many problems which they encounter in their changing world. | | | |
| 828 | Milton, John | AREOPAGITICA | Oxford Univ. Pr., 1917 | C |
| | A classic in the body of English literature and political philosophy, Milton's defense of free speech is based on the premise that only freedom makes possible the growth of social responsibility. | | | |
| 921 | Moody, Joseph P. | ARCTIC DOCTOR | Dodd-Mead, 1955 | Jr
Sr |
| | This biography tells of a young Canadian doctor attached to the National Health Service who, to fight disease, injury, and epidemic, travels in the far north by kayak, dog sled, or any other available means. | | | |

RESPONSIBILITY

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|--------|---|-------------------------------|----------------------------|----------|
| 921 | Moody, Ralph | MAN OF THE FAMILY | Norton, 1951 | Jr
Sr |
| | When his father died, Little Britches tried desperately to take charge on the family's barren Colorado ranch. This sequel to <i>Little Britches</i> describes the boy's brave struggle to help his impoverished mother support herself and the children. | | | |
| | | | | |
| | Moore, Ruth | JEB ELLIS OF CANDLEMAS BAY | Morrow, 1952 | Jr |
| | Jeb, who is 17, helps his grandfather, who is a fisherman. The boy learns to take his share of responsibility in the home. This is a teen-age edition of the author's <i>Candlemas Bay</i> . | | | |
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| | Morrow, Honore | ON TO OREGON | Morrow, 1946 | Jr
Sr |
| | During a wagon train journey west from Missouri in 1844, the parents of young John Sager died. He was left in charge of his four young brothers and sisters. Left behind by the wagon train, they nevertheless followed the trail all the way to Oregon, undergoing great hardships and deprivations. | | | |
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| 128 | Mumford, Lewis | CONDUCT OF LIFE | Harcourt-Brace, 1951 | C |
| | The author sums up his recommendations for the transformation of self and of all organizations in order to prevent chaos, or, possibly, even extinction. | | | |
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| 326 | Myrdal, Gunnar | AMERICAN DILEMMA Rev. ed. | Harper, 1962 | C |
| | This revision of a study of the Negro and the race problem, originally published in 1944, remains an outstanding analysis of that problem and of modern democracy. | | | |
| | | | | |
| 301 | Niebuhr, Reinhold | MORAL MAN AND IMMORAL SOCIETY | Scribner, 1932 | C |
| | Man desires to be moral, but he lives in an essentially immoral society. The author advances the thought that group relations can never be as ethical as individual relations. | | | |
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| 131 | Overstreet, Harry A. | THE MATURE MIND | Norton, 1949 | Sr |
| | Professor Overstreet defines maturity, reviews the forces that determine our attitudes, and describes human nature in its proper fulfillment. | | | |
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| 150 | Overstreet, Harry A. | MIND GOES FORTH | Norton, 1956 | Sr
C |
| | The individual must achieve certain qualities of respect and consideration for other persons to achieve intergroup and international understanding. | | | |
| | | | | |
| 327.73 | Perkins, Dexter | AMERICA'S QUEST FOR
PEACE | Indiana Univ.
Pr., 1961 | C |
| | The efforts of the United States to achieve peace through law, collective security, and disarmament are brilliantly surveyed in three lectures which were delivered at the University of Virginia. | | | |

RESPONSIBILITY

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|-----|--|-------------------------------------|--------------------------------------|----------|
| 921 | Petry, Ann | HARRIET TUBMAN | Crowell, 1955 | Jr
Sr |
| | Harriet was a slave until 1849, when she escaped from the South. She spent the next dozen years working on the Underground Railroad. After serving as a Union spy during the Civil War, she devoted her long life to helping Negroes who were less fortunate than herself. | | | |
| 921 | Quarles, Benjamin | LINCOLN AND THE NEGRO | Oxford Univ. Pr., 1962 | C |
| | Lincoln's attitude toward the Negro is handled with candor, realism, and excellent balance. | | | |
| 326 | Quarles, Benjamin | NEGRO IN THE AMERICAN
REVOLUTION | Univ. of North
Carolina Pr., 1961 | C |
| | With a high degree of objectivity, the author presents the contribution of American Negroes to the American Revolution. He has filled a gap not only in its history but also in the history of the Negro in America. | | | |
| 921 | Roosevelt, Eleanor | THIS I REMEMBER | Harper, 1949 | Sr
C |
| | This is a rare human document—a character portrayal of two important public figures, Eleanor and Franklin Delano Roosevelt, during one of the most crucial periods in our nation's history. | | | |
| 921 | Ross, Ishbel | ANGEL OF THE BATTLEFIELD | Harper, 1956 | Sr
C |
| | The American Red Cross has made a great contribution to the history and development of humanitarianism. This is the biography of the woman who had an outstanding part in its founding. | | | |
| | Rowland, Florence | JUDDIE | Oxford, 1958 | U |
| | A remote, inaccessible home in the Canadian Rockies can be a force for character building despite illiteracy. The desire and need for the ability to read finally give Juddie his chance. | | | |
| 811 | Sandburg, Carl | PEOPLE, YES | Harcourt-Brace, 1936 | Sr
C |
| | With warning and hope, the poet speaks to the people; and the people themselves speak in their folk-wisdom and folk-speech. | | | |
| | Sauer, Julia | MIKE'S HOUSE | Viking, 1954 | P |
| | Robert, who is only 4, has a sense of belonging during his enjoyable visits to Mike's house, the public library. | | | |
| 921 | Schoor, Gene | YOUNG JOHN KENNEDY | Harcourt-Brace, 1963 | U |
| | A warmly written, realistic biography ends with John Kennedy's election to the Presidency. The emphasis is on his personal life, particularly in his childhood and youth. | | | |

RESPONSIBILITY

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|---------|--|--------------------------|-------------------------------|---------|
| 921 | Seagrave, Gordon | MY HOSPITAL IN THE HILLS | Norton, 1955 | Sr
C |
| | Dr. Seagrave continues the account of his Burmese experiences, revealing a selfless dedication to the service of his fellow man despite the political storms and conflicts about him. | | | |
| | | | | |
| | Street, James | GOOD-BYE, MY LADY | Lippincott, 1941 | Jr |
| | The search for values and a maturing sense of responsibility are the concerns of this story of a boy who finds a lost dog. He loves and trains the dog and then must return it to the rightful owner. | | | |
| | | | | |
| 309.173 | Warner, W. Lloyd | AMERICAN LIFE Rev. ed | Univ. of Chicago
Pr., 1962 | C |
| | A social anthropologist examines American ideals in relation to observable behavior. | | | |
| | | | | |
| | Yates, Elizabeth | A PLACE FOR PETER | Coward, 1952 | U |
| | Sensing his father's belief that he is too young to do any of the important tasks on their New Hampshire farm, young Peter works hard to prove his value and to earn his father's comradeship. The emergence of a new father-son relationship, as the boy slowly matures, is well developed. | | | |

JUSTICE

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|-------|---|--|--------------------------|----------|
| 301.4 | Baldwin, James | FIRE NEXT TIME | Dial, 1963 | C |
| | What does it feel like to be a Negro in America? The author, with indignation and power, protests the humiliations which his race has suffered. At the same time, he points out that black and white men need each other for the nation to be united. | | | |
| 901 | Baruch, Bernard | PHILOSOPHY FOR OUR TIME | Simon and Schuster, 1954 | C |
| | This slim volume presents the wisdom of a lifetime in capsule form. Objectively and without flinching, an adviser of Presidents discusses social justice and property, freedom and discipline, and reason and faith. | | | |
| | Bergler, Edmund | JUSTICE AND INJUSTICE | Grune, 1963 | C |
| | "This book has been written to clarify the genesis of the sense of justice, its occasional dysfunction, the psychiatric complexities embedded within it, and their effect upon the average citizen." | | | |
| 921 | Bontemps, Arna | FREDERICK DOUGLASS | Knopf, 1959 | Sr |
| | Not satisfied with escaping slavery and becoming a free man himself, Douglass worked for the freedom of his fellow men. For 50 years, he clamored for justice, as the recognized leader of the Negroes. | | | |
| 921 | Bowen, Catherine | JOHN ADAMS AND THE AMERICAN REVOLUTION | Little, 1950 | Sr.
C |
| | One of a triad on the development of the American form of free government, this biography recreates Oliver Wendell Holmes and his era. He derived his ideas of constitutional law from Adams. | | | |
| 921 | Bowen, Catherine | LION AND THE THRONE | Little, 1957 | C |
| | The last of the author's works on men of law is both a legal and a judicial biography. Sir Edward Coke, a champion of civil rights, lived in a period which witnessed the great growth of the power of the Commons. John Adams derived his ideas of constitutional law from Coke. | | | |
| 921 | Bowen, Catherine | YANKEE FROM OLYMPUS | Little, 1944 | Sr
C |
| | This biography of Oliver Wendell Holmes, the great justice, shows the wealth of his human relationships as well as his character and his vivid interpretation of the law. | | | |

JUSTICE

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|---------|--|---|----------------------------|----------|
| 333.4 | Breetveld, Jim | GETTING TO KNOW THE HUMAN RIGHTS COMMISSION | Coward, 1961 | U
Jr |
| | An introduction to the United Nations Declaration of Human Rights emphasizes that the rights and dignity of the individual are the foundations of freedom, justice, and peace in the world. | | | |
| 821 | Browning, Robert | RING AND THE BOOK | Dutton, 1961 | Sr
C |
| | From 10 points of view, the poet dramatically retells the tale of an old Italian murder trial. | | | |
| | Bulla, Clyde | SWORD IN THE TREE | Crowell, 1956 | M |
| | Eleven-year-old Shan lived in the time of King Arthur. When his father dies, he realizes that he must accept the responsibility of looking after his mother. Shan outwits an evil uncle and wins back his father's castle. | | | |
| 364.134 | Caughey, John, ed. | THEIR MAJESTIES THE MOB | Univ. of Chicago Pr., 1960 | C |
| | This book is an eloquent plea for the principle of due process of law. | | | |
| 323 | Chafee, Zechariah | BLESSINGS OF LIBERTY | Lippincott, 1956 | Jr
Sr |
| | The author explains in a gripping, yet reasonable, way the necessity of defending civil liberty. Essentially, the book is an inquiry into the fundamentals of personal liberty in America during the past 40 years. | | | |
| | Chandler, Edna | CHARLEY BRAVE | A. Whitman, 1962 | M |
| | Even though they are pure-blooded Indians, Charley and his sister Jean have difficulties when they accompany their father, who is sent to serve at a reservation hospital. Because of Charlie and Jean's city background, the other children are unwilling to be friends. Charley finally proves his right to have a war bonnet and is accepted. | | | |
| | Clark, Walter | THE OX-BOW INCIDENT | Random House, 1940 | Sr |
| | Rumor that a cowboy has been killed by cattle rustlers induces a Western mob to lynch three innocent homesteaders. When the cowboy is found alive, the leader of the mob and his son commit suicide. | | | |
| 342.73 | Commager, Henry | THE GREAT CONSTITUTION | Bobbs-Merrill, 1961 | U
Jr |
| | In this dramatic picture of the events and personalities involved in the making of the United States Constitution, the author analyzes the many problems of the 13 states and describes the delegates' final move toward agreement. | | | |
| 323.4 | Commager, Henry | CRUSADERS FOR FREEDOM | Doubleday, 1962 | U
Jr |
| | The author explores the ideas and ideals of men and women who fought for such individual human rights as the freedom of religion, women's suffrage, and the right of asylum. | | | |

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|-------|--|-----------------------------|----------------------|----|
| | De Angeli, Marguerite | BRIGHT APRIL | Doubleday, 1946 | M |
| | April Bright, a Negro brownie scout, helps her troop and a thoughtless member of the group to achieve real understanding. | | | |
| | DeJong, Meindert | THE HOUSE OF SIXTY FATHERS | Harper, 1956 | U |
| | Tien Pao lives through the horrors of evacuation and occupation in China during World War II. The importance of the story lies in the fact that any boy, anywhere, is able to identify himself with the young hero. | | | |
| | Dostoevsky, Fyodor | CRIME AND PUNISHMENT | Macmillan, 1948 | C |
| | Two elderly women are murdered by a half-starved student. This is a powerful portrayal of remorse for crime, as well as a great detective story. | | | |
| 973.7 | Douglas, William O. | MR. LINCOLN AND THE NEGROES | Atheneum, 1963 | Sr |
| | Justice Douglas lucidly explains the evolution of the modern concept of equality as it developed from the philosophy and policies of Lincoln. He then traces the long road toward equality that American Negroes have had to follow. | | | |
| | Dreiser, Theodore | AMERICAN TRAGEDY | World Pub., 1925 | C |
| | Clyde Griffith, molded by circumstance and our social system, is the central figure in a story of moral degradation for which he pays the ultimate penalty. The plot is essentially one of sin and repentance. | | | |
| | Dumas, Alexandre | THE COUNT OF MONTE CRISTO | Dodd-Mead, 1956 | Jr |
| | Edmond Dantes is imprisoned on false charges. While in prison, he hears of a great treasure. When he escapes, he finds the treasure and uses it for vengeance on his enemies and to reward his friends. | | | |
| | Estes, Eleanor | THE HUNDRED DRESSES | Harcourt-Brace, 1944 | M |
| | A group of girls develop understanding and tolerance when they learn why Wanda Petronski, the butt of their taunts, wears the same dress to school every day. | | | |
| 572 | Evans, Eva | PEOPLE ARE IMPORTANT | Capitol, 1951 | M |
| | An anthropologist explains for young readers differences in customs of people around the world. Amusing illustrations add to the appeal of this common-sense message that "everyone is important to himself." | | | |
| 572 | Evans, Eva | ALL ABOUT US | Capitol, 1957 | U |
| | Scientific facts about the human race, humorously written in a child's language, emphasize the real basis for better understanding of our variety of cultures. | | | |
| | Evans, Katherine | A BUNDLE OF STICKS | Whitman, 1962 | M |
| | A rug maker gives his business to his three sons. One makes the patterns, one mixes the dyes, and one works the loom. When a prize is offered for the most beautiful rug, they quarrel. With a bundle of sticks, their father teaches them a lesson. In the end, the prince says, "The prize is yours. You have won it by working together." | | | |

JUSTICE

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|--------|---|---------------------------|-----------------------------------|----|
| | Flory, Jane | A TUNE FOR THE TOWPATH | Houghton Mifflin, 1962 | U |
| | High-spirited Kate overcomes prejudice in this story of life along the Delaware canal. | | | |
| | Forbes, Esther | MIRROR FOR WITCHES | Houghton Mifflin, 1954 | C |
| | This is a well-written account of a Massachusetts village during the hysteria of the Salem witchcraft trials. | | | |
| 909 | Foster, Genevieve | BIRTHDAYS OF FREEDOM | Scribner, 1952-57 | U |
| | | Volumes I and II | | Jr |
| | Each book begins with the Declaration of Independence. Volume I then shows how the ideas of democracy grew in Greece and Rome, while Volume II traces the growth of freedom in Europe, from the fall of Rome in 1776. | | | |
| | Franck, Frederick | MY FRIEND IN AFRICA | Bobbs-Merrill, 1960 | U |
| | In Dr. Albert Schweitzer's hospital, a native boy learns that hard work and not the color of a man's skin determines whether he can become a doctor. | | | |
| 973.7 | Franklin, John | EMANCIPATION PROCLAMATION | Doubleday, 1963 | Sr |
| | One of the most important documents in the history of the United States since the Bill of Rights is discussed as to origin, circumstances, impact, and moral and humanitarian significance. | | | |
| 321 | Gordon, Dorothy | YOU AND DEMOCRACY | Dutton, 1951 | U |
| | This book helps the young reader to appreciate the endless advantages of the freedom of life in a democracy. | | | |
| 341.1 | Griffin, Ella | GETTING TO KNOW UNESCO | Coward-McCann, 1962 | U |
| | A brief overview of the history, aims, and operations of UNESCO is provided. | | | |
| 944.08 | Halasz, Nicholas | CAPTAIN DREYFUS | Simon and Schuster, 1955 | C |
| | The author recreates the story of one of the greatest miscarriages of justice in modern history. | | | |
| 341.4 | Harris, Whitney | TYRANNY ON TRIAL | Southern Methodist Unit Pr., 1954 | C |
| | This historical and legal analysis of the Nuremberg Trial is written by the United States trial counsel. There is an introduction by Justice Robert H. Jackson. | | | |
| | Hawthorne, Nathaniel | SCARLET LETTER | Ohio State Univ. Pr., 1963 | Sr |
| | | | | C |
| | Against a Puritan background, Hawthorne writes of sin and its consequences. He is concerned with concealed sin and the manner in which each character ultimately is punished for the type of sin of which he is guilty. | | | |

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|--------|--|--|------------------------------|---------|
| | Higdon, Hal | UNION VS. DR. MUDD | Follett, 1964 | C |
| | Was Dr. Mudd, a country doctor, simply treating Booth, an injured man, or was he a conspirator and accessory to the assassination of Abraham Lincoln? Dr. Mudd was court-martialed and sentenced to imprisonment in the Dry Tortugas. While in prison and after his release, he led a useful life. The author does not make a definite conclusion. | | | |
| 951.9 | Higgins, Trumbull | KOREA AND THE FALL OF
MACARTHUR | Oxford Univ.
Pr., 1960 | C |
| | Was General MacArthur unjustifiably recalled from the Korean War by President Truman? The author presents both sides of a controversy which concerned the complex issues involved in control of foreign policy. | | | |
| 917.3 | Hoke, Helen, comp. | PATRIOTISM, PATRIOTISM,
PATRIOTISM | F. Watts, 1963 | C |
| | A varied collection of prose and poetry represents the theme of freedom, equality, justice for all, brotherhood of man, and love of country. | | | |
| 323.44 | Hook, Sidney | PARADOXES OF FREEDOM | Univ. of Calif.
Pr., 1962 | C |
| | Thomas Jefferson Memorial lectures consider three problems: Intelligence and Human Rights; Democracy and Judicial Review; and Intelligence, Conscience, and the Right to Revolution. | | | |
| | Hugo, Victor | LES MISERABLES | Dodd-Mead, 1960 | Sr
C |
| | Jean Valjean is sent to prison for a minor crime. When he returns to society, he is reformed and becomes a successful philanthropist. His past becomes known, however, and he is again condemned. This magnificent novel is a story of man's inhumanity to man. | | | |
| 328.73 | Johnson, Gerald | CONGRESS | Morrow, 1963 | U |
| | An account is presented of the operations of the legislative branch of our government. | | | |
| 921 | Judson, Clara I. | THOMAS JEFFERSON
CHAMPION OF THE PEOPLE | Follett, 1952 | U
Jr |
| | This book captures the spirit of the man who believed that all men are entitled to life, liberty, and a chance for happiness. | | | |
| | Kafka, Franz | TRIAL | Knopf, 1957 | C |
| | In Kafka's allegory, Joseph K. is Mankind in a state of original sin, seeking a verdict from a mysterious court of Divine Justice. | | | |
| | Kim, Richard E. | THE MARTYRED | Braziller, 1964 | C |
| | The author probes the depths of conscience in a plot concerned with the fate of 14 Christian ministers caught up in the involvements of the Korean War. Fundamentally, the book is concerned with the basic religious mystery of the suffering of mankind under a just God. | | | |

JUSTICE

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|-------|---|--------------------------------|-------------------------------|----------|
| 252 | King, Martin L. | STRENGTH TO LOVE | Harper, 1963 | Sr
C |
| | This collection of sermons against the evils of economic and social injustice reveals the ideals and philosophy behind the Negro revolt in America as stated by one of its leaders. | | | |
| | Koestler, Arthur | DARKNESS AT NOON | Macmillan, 1941 | C |
| | Against a background of the Moscow trials, the central figure finds a freedom or a salvation, in punishment for crimes which he had not committed, while admitting to himself his guilt for other crimes. | | | |
| 340 | Kunstler, William | THE CASE FOR COURAGE | Morrow, 1962 | Sr |
| | Ten American attorneys risked their careers and suffered political oblivion, social ostracism, or financial loss because they chose to defend clients who were involved in explosive cases. | | | |
| 973 | Lawson, Robert | WATCHWORDS OF LIBERTY | Little, 1957 | U
Jr |
| | Through 50 famous quotations, the author has told the story of our nation's struggle and development. | | | |
| 347.9 | McCarthy, Agnes | LET'S GO TO A COURT | Putnam, 1961 | M |
| | Court processes are explained through a description of the trial of an imaginary person who has been accused of committing a misdemeanor. It is emphasized that the court system in the United States gives an accused person every chance to show that he is innocent. | | | |
| 343 | McKown, Robin | SEVEN FAMOUS TRIALS IN HISTORY | Vanguard, 1963 | Jr
Sr |
| | As shown in the trials of Socrates, Joan of Arc, Galileo, Zenger, Emmet, Dreyfus, and the Nazis at Nuremberg, justice is a precarious thing. Different points of view are well presented. | | | |
| | Meadowcroft, Enid | BY SECRET RAILWAY | Crowell, 1948 | U |
| | David Morgan develops a greater respect for freedom as he helps Jim, a freed slave who has been shanghaied back to a plantation after losing his freedom papers. The author vividly conveys the terror of being pursued by professional slave hunters. | | | |
| 347 | Medina, Harold | ANATOMY OF FREEDOM | Holt, 1960 | Sr
C |
| | Judge Medina's addresses and essays are made lively by his scores of anecdotes and personal experiences. Through them is shown the courtroom life of an eminent and liberal thinker who achieved distinction as a lawyer, teacher, and jurist. | | | |
| | Melville, Herman | BILLY BUDD, SAILOR | Univ. of Chicago
Pr., 1962 | Sr
C |
| | In this haunting sea story, Budd kills his persecutor and is punished. This is Melville's last great novel of the sea. | | | |

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|--------|---|-------------------------------------|--------------------------|----------|
| 343.1 | Morris, Richard | FAIR TRIAL | Knopf, 1952 | C |
| | Fourteen notable American criminal trials are assessed in terms of standards of justice. The author believes there are deficiencies in the conduct and procedure of American criminal trials which persist despite the safeguards which have been written into the federal and state constitutions and the codes of criminal procedure. | | | |
| 342.73 | Morris, Richard | THE FIRST BOOK OF THE CONSTITUTION | Watts, 1958 | U |
| | The author relates the dramatic story of the framing of a great document of freedom. He makes clear what the Constitution meant to the struggling new nation and what it means to Americans today. | | | |
| 921 | Noble, Iris | CLARENCE DARROW: DEFENSE ATTORNEY | Messner, 1958 | Jr
Sr |
| | This is a vivid biography of a great lawyer, whose life was spent mainly in protecting the weak against the strong, in defending the underdog, and in espousing unpopular causes which he considered just. | | | |
| | Oldenbourg, Zoe | DESTINY OF FIRE | Pantheon Books, 1961 | C |
| | Evil wins, and the good die horribly, as this novel of the Albigensian crusade reaches its ending of frustration and despair. It is a work which portrays a deep knowledge and love of the Middle Ages. | | | |
| | Paton, Alan | CRY, THE BELOVED COUNTRY | Scribner, 1948 | Sr
C |
| | With hope and compassion, Paton has written a beautiful novel. It is a plea for justice, equality, and generosity. | | | |
| 923.5 | Pearlman, Maurice | CAPTURE AND TRIAL OF ADOLF EICHMANN | Simon and Schuster, 1963 | C |
| | Pearlman's account of the trial is close to being a verbatim transcript. An appendix provides the complete text of the indictment. The most readable part of the book is that of the cloak-and-dagger operation which culminated in the capture of Eichmann. | | | |
| 921 | Peare, Catherine | MARY MCLEOD BETHUNE | Vanguard, 1951 | U
Jr |
| | A great Negro leader overcomes Southern prejudice and builds an industrial school for her people. | | | |
| 340.04 | Pound, Roscoe | JUSTICE ACCORDING TO LAW | Yale Univ. Pr., 1951 | C |
| | The author defines justice, law, and judicial justice in three essays delivered as lectures at Westminster College. | | | |
| | Pyle, Howard | OTTO OF THE SILVER HAND | Scribner, 1888 | U
Jr |
| | The motto which the Emperor gave to Otto, "Better a hand of silver than a hand of iron," has implications as important today as they were to feudal Germany. | | | |

JUSTICE

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|-------|----------------------------|---|----------------------|----------|
| 921 | Randall, Ruth | MARY LINCOLN: BIOGRAPHY
OF A MARRIAGE | Little, 1953 | Sr
C |
| | | This is the biography of a misunderstood and much-maligned woman. It is based on all available documents which present her case in a favorable light. Since it is the biography of a marriage, the book adds to our knowledge of Abraham Lincoln. | | |
| 920 | Reinfeld, Fred | THE GREAT DISSENTERS | Crowell, 1959 | Jr
Sr |
| | | Many of the rights and privileges we enjoy today were made possible by stubborn idealists who fought for them. Reinfeld discusses the lives and the contributions of six such men, among whom are Horace Mann, the educator; Lloyd Garrison, the editor; and Oliver Wendell Holmes, the jurist. | | |
| 888.6 | Reeves, James | FABLES FROM AESOP (Retold) | Walck, 1962 | M |
| | | This is an excellent edition of a famous book. | | |
| 352.2 | Rosenfield, Bernard | LET'S GO TO THE F.B.I. | Putnam, 1960 | M |
| | | The reader is taken on a tour through the Federal Bureau of Investigation headquarters in Washington, D.C. How this bureau works to protect the people of the United States is described effectively. | | |
| 343.1 | Russell, Francis | TRAGEDY IN DEDHAM | McGraw-Hill, 1962 | C |
| | | The author develops this account of the trial of Sacco and Vanzetti as a tragedy of conflicting social forces which ended in an execution indefensible by our concepts of justice. | | |
| 970.1 | Sandoz, Mari | CHEYENNE AUTUMN | Hastings, 1961 | Sr
C |
| | | In the fall of 1878, a small band of Cheyenne Indians, homesick and half-starved, set out from Indian territory to return to their tribal lands. The saga of this mistreated band's defiance of the United States Army is a deeply moving episode in American history. | | |
| 398 | Saxe, John | THE BLIND MEN AND THE
ELEPHANT | McGraw-Hill, 1963 | M |
| | | Humor in text and pictures highlights this ancient fable that each man sees only one part, but that all parts must be put together to find out what the elephant is like. | | |
| 921 | Steffens, (Joseph) Lincoln | AUTOBIOGRAPHY | Harcourt-Brace, 1936 | C |
| | | This is the life of an American reporter, but, more important, it is the life of a student of ethics and politics. Steffens casts a clear light upon the epoch of the muckraker in the early 20th century. | | |
| | Snow, Charles | AFFAIR | Scribner, 1960 | C |
| | | The drama and intensity of moral questioning, the politics of work, and the cost of power form the central theme of this novel dealing with a possible injustice done to a young scientist at Cambridge. | | |

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|--------|---|---|-----------------|---------|
| | Solzhenitsyn, Alexander | ONE DAY IN THE LIFE OF
IVAN DENISOVICH | Dutton, 1963 | C |
| | Solzhenitsyn, Alexander | ONE DAY IN THE LIFE OF
IVAN DENISOVICH | Praeger, 1963 | C |
| | First appearing in <i>Novy Mir</i> , the Russian literary magazine this novel presents a vivid picture of the life of an inmate of a Siberian penal camp. The story was published in America in an authorized version by Dutton and in an unauthorized version by Praeger. | | | |
| 921 | Stone, Irving | CLARENCE DARROW FOR
DEFENSE | Doubleday, 1949 | Sr
C |
| | In this biography of the great corporation and criminal lawyer, Mr. Stone conveys the passionate intensity, the zest for living, and, above all, the deep humanitarian spirit of a man who tried hard to obtain justice for the oppressed. | | | |
| 974.45 | Upham, Charles | SALEM WITCHCRAFT Two vols. | Ungar, 1959 | C |
| | In this reprint, the author conducts an exhaustive inquiry into the background and development of the Salem witchcraft trials. The map and illustrations, plus the many quotations from primary materials, shed much light on an episode which, according to the author, should awaken pity and compassion, rather than anger and indignation. | | | |
| | Uris, Leon | EXODUS | Doubleday, 1958 | Sr
C |
| | This novel, with its background concerning the founding of Israel, is also a revelation of man's capacity for evil and of his dedication to the common good. | | | |
| 340 | Williams, Edward | ONE MAN'S FREEDOM | Atheneum, 1962 | Sr |
| | This absorbing book deals with the rights of the individual, as opposed to the rights of the state to curtail the individual. It covers such issues as trial by newspaper, guilt by association, censorship, segregation, eavesdropping, and capital punishment. Williams cites authority to show that the convictions of the innocent outnumber the acquittals of the guilty. He refers to a number of specific cases. | | | |
| 342.7 | Witty, Paul | YOU AND THE CONSTITUTION | Children's Pr. | M |
| | This book presents the sequence of events leading up to the drafting of the Constitution, including the major controversies and their solutions. | | | |
| 921 | Woodward, William | TOM PAINE | Dutton, 1945 | C |
| | The subject of this biography has suffered great injustice at the hands of his detractors. The author, with the aid of extensive research, defends Paine. There are many quotations from Paine's better-known essays, such as <i>Common Sense</i> . | | | |
| | Wouk, Herman | CAINE MUTINY | Doubleday, 1954 | Sr
C |
| | Willie Keith, a spoiled youth, serves a year on an old minesweeper, during World War II. In seeking justice for injustice aboard the ship, Keith emerges as commander of the crew and master of himself. | | | |

JUSTICE

Zola, Emile

GERMINAL

Humanities Pr., 1963

C

One of the first books concerned with the conflict between capital and labor, *Germinal* is based upon an actual strike in a French mine in the late 19th century. This is a powerful, realistic novel with social and moral implications.

REVERENCE

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|-----|---|--------------------------------------|--------------------------------|---------------|
| 333 | Adams, Ansel E. | THIS IS THE AMERICAN EARTH | Sierra, 1960 | Sr
C |
| | This eminent photographer and writer has roamed all over the continent, capturing the wilderness that he loves with magnificent photographs and fine prose. | | | |
| 944 | Adams, Henry | MONT-SAINT MICHEL AND
CHARTRES | Houghton Mifflin, 1963 | C |
| | The period from 1150 to 1250 is eloquently and beautifully depicted as an epoch when man, a unit in a unified universe, revered the Virgin Mary as the greatest force in the Western world. | | | |
| 599 | Adamson, Joy | LIVING FREE | Harcourt-Brace, 1961 | Jr
Sr
C |
| | This fascinating study of animal behavior illustrates mutual love and trust. It is a unique contribution to the observation of wildlife and expresses the author's deep reverence for life. | | | |
| | Anglund, Joan Walsh | A FRIEND IS SOMEONE WHO
LOVES YOU | Harcourt-Brace, 1958 | P |
| | A friend can be a boy or a girl, a cat or a dog. It can be a brook that "lets you sit quietly beside it" when you do not feel like speaking. | | | |
| | Ayer, Jacqueline | PAPER FLOWER TREE | Harcourt-Brace, 1962 | P |
| | Miss Moon, a little girl who lived in Thailand, planted a black bead from a paper flower tree and tended it faithfully in the hope that it would grow. The bead did not grow, but her faith was rewarded. | | | |
| | Bannon, Laura M. | LITTLE PEOPLE OF THE NIGHT | Houghton Mifflin, 1963 | P |
| | One night, little Joe and his cat take a trip to the meadow so that Joe can find out about the mysterious noises which he hears. | | | |
| 398 | Belting, Natalia | THE SUN IS A GOLDEN EARRING | Holt, Rinehart,
and Winston | Jr |
| | An eminent folklorist has collected descriptions of a number of age-old traditions. These reveal how men from various cultures have been inspired to create rich and poetic images about the world of nature. | | | |

REVERENCE

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|-----|--|---|----------------------|----------|
| | Bonsall, Crosby N. | TELL ME SOME MORE
Ill. by Fritz Siebel | Harper, 1961 | P |
| | Andrew introduces his friend to the magic of books. | | | |
| 507 | Carrighan, Sally | ICEBOUND SUMMER | Knopf, 1953 | Jr
Sr |
| | All on a summer day, it seems, multitudes of wildlife arrive for the brief Arctic summer and the scene of their year's fulfillment. Here they will mate, bear their young, and prepare for their journey south. This is a beautiful and perceptive description of nature's creatures, their interrelationships, and their life cycles. | | | |
| 507 | Carrighan, Sally | ONE DAY ON BEETLE ROCK | Knopf, 1944 | Jr
Sr |
| | On a summer day in Sequoia National Park, the forest creatures visit Beetle Rock. With sensitivity and keen awareness of nature's beauty and its laws, the author helps the reader to appreciate and understand each animal's role in his forest environment. | | | |
| | Clark, Ann Nolan | TIA MARIA'S GARDEN | Viking, 1963 | M |
| | A small boy's wonder at his discoveries in the desert is captured in singing words and delicate illustrations. | | | |
| 635 | Collier, Ethel | WHO GOES THERE IN MY GARDEN? | W. R. Scott, 1963 | P |
| | A little boy starts his first garden. Inviting pictures and simple, eloquent text tell the story, from planting to harvest. | | | |
| 921 | Cousins, Norman | DR. SCHWEITZER OF LAMBARENE | Harper, 1960 | Sr
C |
| | In this portrait of Schweitzer, not only does the author describe the day-to-day life in the jungle hospital but he also reports upon Schweitzer's views concerning atomic warfare. | | | |
| 921 | Curie, Eve | MADAME CURIE | Doubleday, 1949 | Sr
C |
| | Translated by Vincent Sheean, Eve Curie's biography of her mother is the story of a woman who was not only a great scientist but also a truly great and noble human being. This is a deeply moving interpretation of character. | | | |
| | Dalgliesh, Alice | THE THANKSGIVING STORY | Scribner, 1954 | M |
| | The events which led to the founding of Plymouth and to the celebration of the first Thanksgiving are described. | | | |
| 920 | De Kruif, Paul H. | MEN AGAINST DEATH | Harcourt-Brace, 1932 | Sr
C |
| | This is a splendid account of how scientists devote their lives to aiding mankind. | | | |
| 811 | Dickinson, Emily | POEMS | Little, 1960 | Jr
Sr |
| | Emily Dickinson wrote poetry almost in secret. All of it was concerned with her mystical approach to things. The poems in this book are grouped very adequately into five main categories: Life, Love, Nature, Time, and Eternity. | | | |

REVERENCE

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|--------|--------------------------|--|--------------------------------|---------------|
| 507- | Douglas, William O. | MY WILDERNESS: EAST TO
KATAHDIN Two vols. | Doubleday, 1961 | Sr
C |
| | | Justice Douglas takes two volumes for his account of our country's areas of beauty and for his urgent plea to keep this beauty unspoiled. These are essentially travel books which point out the natural wonders of plant and animal life and the formations of the earth. | | |
| 296.38 | Dresner, Samuel H. | THREE PATHS OF GOD AND MAN | Harper, 1960 | C |
| | | Humility, prayer, and compassion link man to God, to himself, and to other men. | | |
| | Ets, Marie Hall | GILBERTO AND THE WIND | Viking, 1963 | P |
| | | Beautifully harmonized pictures and text describe a child's discovery of how much fun the wind can be. | | |
| 811 | Fisher, Aileen L. | I WONDER HOW, I WONDER
WHY | Abelard-Schuman,
1962 | P |
| | | In the charming, child-like poems in this volume, children wonder about all sorts of things and relationships. | | |
| | Floethe, Louise | BLUEBERRY PIE | Scribner, 1962 | M |
| | | When Jamie took his pail in hand to pick blueberries, he started a fascinating day which was filled with outdoor sights and sounds. Spider webs, rabbits, ruffed grouse, ant hills, jays, and a cloudless August sky all contributed to a perfect day, topped off with blueberry pie for supper. | | |
| 921 | Francis of Assisi, Saint | LITTLE FLOWERS OF ST. FRANCIS
OF ASSISI | St. Anthony
Guild Pr., 1958 | Sr
C |
| | | These simple anecdotes exemplify the love of St. Francis for nature, for man, and for God. | | |
| 811 | Frost, Robert | YOU COME TOO | Holt, 1959 | Jr
Sr |
| | | The poetry of Robert Frost is characterized by a serenity and a moral earnestness that set him apart from most other American poets of the 20th century. In this introductory collection, his simplicity, wisdom, and humanity are well demonstrated. | | |
| 841 | Gasztold, Carmen B. | PRAYERS FROM THE ARK | Viking, 1962 | Jr
Sr
C |
| | | Perception, poetic charm, and reverent humor characterize these poems. They are prayers of acceptance rather than petitions for favors. Translated from the French by Rumer Godden. | | |
| | Gay, Shenya | THE NICEST TIME OF THE YEAR | Viking, 1960 | P |
| | | What a child may see in springtime is the subject of this lovely book. | | |
| 520 | Goudey, Alice E. | THE DAY WE SAW THE SUN COME UP | Scribner, 1961 | P |
| | | This beautifully illustrated book captures all the wonder of a sunrise. | | |

REVERENCE

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|-----|--|--|---------------------|----|
| | Greene, Graham | HEART OF THE MATTER | Viking, 1948 | C |
| | The author is concerned with man's relationship with God and with the individual's fate in the face of an untenable situation. | | | |
| | Hersey, John R. | THE WALL | Knopf, 1950 | Sr |
| | This novel of the Warsaw ghetto and the martyrdom of Polish Jewry under the Nazi regime is essentially a story of humanity transcending horror. Here are feeling, compassion, and a genuine reverence for human personality. | | | |
| 701 | Huyghe, Rene | ART AND THE SPIRIT OF MAN | Abrams, 1962 | C |
| | The human meaning of art, expressive of the soul of man, is evidenced in this survey of art, from cave drawings to the present. | | | |
| 921 | Jewett, Sophie | GOD'S TROUBADOUR | Crowell, 1957 | Jr |
| | A charmingly told story of the simple, austere life of Saint Francis of Assisi emphasizes his love of all creatures. | | | |
| | Kantor, Mackinlay | ANDERSONVILLE | World Pub., 1955 | Sr |
| | This powerful novel of the Civil War is a vivid account of man's inhumanity to man. It is also a picture of tenacity, endurance, and cleansing mercy. | | | |
| | Keats, Ezra Jack | THE SNOWY DAY | Viking, 1962 | P |
| | This picture book describes a small boy's day as he plays alone in the snow and then returns to home and warmth and family. | | | |
| 921 | Keller, Helen A. | TEACHER: ANNE SULLIVAN MACY | Doubleday, 1955 | Jr |
| | Helen Keller has written a tribute to her beloved teacher, who rescued her from darkness and despair. | | | |
| 507 | Kieran, John, ed. | JOHN KIERAN'S TREASURY OF GREAT NATURE WRITING | Hanover House, 1957 | C |
| | Nature writers, such as Walton, Audubon, Burroughs, Muir, Krutch, Teale, and many other moderns, convey their appreciation and understanding of the many facets of nature in a series of essays. | | | |
| 507 | Krutch, Joseph W. | THE BEST OF TWO WORLDS | Sloane, 1953 | Sr |
| | Fresh from the society of man, Krutch loses himself in the woods. With a fair knowledge of science and an extensive knowledge of human culture, he is able to appreciate nature from a special point of view and to recognize the best of two worlds. | | | |
| 921 | Lash, Joseph P. | DAG HAMMARSKJOLD | Doubleday, 1961 | Sr |
| | A journalistic biography of the late Secretary-General of the United Nations provides a portrait of a selfless and tireless worker. He was a pivotal figure in making the Office of the Secretary-General and the United Nations itself major influences in world affairs. | | | |

REVERENCE

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|-------|-----------------------|--|--------------------|----------|
| | Levine, Rhoda | QUIET STORY | Atheneum, 1963 | P |
| | | Two children join hands and go for a walk. They do not speak, but they look and wonder about what they see. This book will help children to become aware of themselves and their friends and of the world about them. | | |
| 921 | Levinger, Emma E. | GALILEO: FIRST OBSERVER OF MARVELOUS THINGS | Messner, 1952 | Jr
Sr |
| | | Galileo's poverty, personal struggles, persecution, and recantation are described. Life in the Italy of his day also is depicted. The inventor of the telescope saw in the heavens things scarcely dreamed of before his time. | | |
| 507 | Life (Chicago) | WORLD WE LIVE IN | Golden Pr., 1956 | U
Jr |
| | | This book enables the reader to look at the world around him—from the tiniest living beings in a drop of water to the vastness of the universe—and to marvel at its wonders. | | |
| 818 | Lindbergh, Anne M. | GIFT FROM THE SEA | Pantheon, 1955 | Sr
C |
| | | Using the seashore for the setting, the poet and wife of the famous aviator reflects on the symbolic meaning of sea shells and on her search for balance between social obligations and individual self-realization. | | |
| 595.7 | Lubell, Winifred | TALL GRASS ZOO | Rand-McNally, 1960 | M |
| | | Poetic prose introduces the delight of discovering small creatures that live in the tall grasses. | | |
| | McCloskey, Robert | TIME OF WONDER | Viking, 1957 | M |
| | | A vacationing family experiences the majestic changes of nature. Along with the beauty of the storm must come destruction, however, and the family has to adjust to the many changes that it brings. | | |
| 523 | Maloney, Terence | THE SKY IS MY WINDOW | Sterling, 1960 | Sr |
| | | In this unusual book, the author presents the universe as seen in the night sky in the way the ancients saw it but with knowledge based on the work of modern science. The book is both unique and universal in its approach. | | |
| | Mandell, Muriel | JONATHAN'S SPARROW | Lothrop, 1963 | P |
| | | A convincing story is told about a little city boy and a lost baby sparrow which he rescues and raises. At the end of the summer, the bird is released. Jonathan, with an enlarged knowledge of life's responsibilities, turns to other interests. | | |
| 921 | Maria Del Rey, Sister | HER NAME IS MERCY | Scribner, 1957 | Sr
C |
| | | Demonstrating a reverence for life and a compassion for human need, the story of the Maryknoll clinic in Puson, Korea, is a book for all faiths. | | |

REVERENCE

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|------|--|---------------------------------------|----------------------|---------------|
| 921 | Mason, Cora | SOCRATES: THE MAN WHO
DARED TO ASK | Beacon, 1953 | Jr
Sr |
| | Not the philosophy, but the philosopher, is revealed in this fictionalized biography of the great Asker and Teacher. Mrs. Mason presents a picture of what he must have been like and of his continual search for knowledge, justice, and truth. | | | |
| 572 | Mead, Margaret | PEOPLE AND PLACES | World, 1959 | Jr
Sr |
| | All men are brothers in this anthropological study of five cultural groups—the Ashanti, Balinese, Eskimo, Minoan, and Plains Indians. This is a thought-provoking account of man's relationship to man. | | | |
| 932 | Meadowcroft, Enid | GIFT OF THE RIVER | Crowell, 1937 | U
Jr |
| | The story of the people who lived along the Nile in ancient Egypt and who were the first to write history provides interesting reading. | | | |
| *811 | Merriam, Eve | THERE IS NO RHYME FOR SILVER | Atheneum, 1962 | P |
| | A humorous collection of poems deals with such things as kittens, space, flying, asking questions, wishing, summer rain, exploring, and two imaginary beasts called Optileast and Pessimost. | | | |
| 248 | Merton, Thomas | NO MAN IS AN ISLAND | Harcourt-Brace, 1955 | C |
| | The richness and the fullness of life are portrayed in these spiritual reflections, which will help anyone struggling to find the meaning of human existence. | | | |
| 811 | Millay, Edna St. V. | COLLECTED POEMS | Harper, 1956 | Jr
Sr
C |
| | Probably more than any other poet of her generation, Miss Millay expresses an identification with all of life, a sense of awe of God's world, and a recognition of the poet's place in that world. Note, especially, the early long poem "Renascence." | | | |
| 507 | Milne, Lorna J. | THE WORLD OF NIGHT | Harper, 1956 | Jr
Sr |
| | Without poetry, this book nevertheless provides a poet's view of the world of nature as many kinds of night mysteries unfold. It carries the reader from a scientific conception of what night is to the wonders of living things all over the globe. | | | |
| 921 | Munthe, Axel | STORY OF SAN MICHELE | Dutton, 1936 | C |
| | This autobiography is an engrossing human document about an outstanding Swedish physician. | | | |
| 921 | Nolan, Jeannette | CLARA BARTON OF THE
RED CROSS | Messner, 1941 | U
Jr |
| | A story about the founder of the Red Cross shows her reverence for human life. | | | |

REVERENCE

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|--------|--|---|------------------------------|----------|
| 921 | Norman, Charles | JOHN MUIR | Messner, 1957 | Jr
Sr |
| | The father of our national parks inspired the author of this biography with his appreciation and love of the out-of-doors. The book covers Muir's many walking trips throughout the country and his pioneer work in preserving for posterity some of Mother Nature's greatest handiwork. The account is enriched by generous quotations from Muir's letters and books. | | | |
| 808.1 | Parker, Elinor, comp. | SINGING AND THE GOLD | Crowell, 1962 | U |
| | This is an unusually fine collection of poems, taken from the best literature of 30 different lands. | | | |
| 507 | Peattie, Donald, and
Noel Peattie | A CUP OF SKY | Houghton Mifflin, 1950 | Sr |
| | Sun, water, butterflies, birds, the eyes of a young boy and his father—these are the ingredients of the garden depicted in this inspiring book of essays written by an eminent naturalist and his son. | | | |
| 507 | Peattie, Donald C. | FLOWERING EARTH | Viking, 1961 | Jr
Sr |
| | Science becomes something like poetry when Mr. Peattie writes about it. Here he writes of flowers and trees and of all the other things that grow on the earth. | | | |
| | Rand, Ann and Paul | I KNOW A LOT OF THINGS | Harcourt-Brace, 1956 | P |
| | A modern picture story describes some of the everyday discoveries of a small child. | | | |
| 611 | Ravielli, Anthony | WONDERS OF THE HUMAN BODY | Viking, 1954 | U |
| | The child's growing interest in self includes the body. The explanations in this book are simple and factual; the pictures are outstanding; and the last few pages remind the reader that the body is more than a machine: "... because we love and want to be loved: These gifts of the spirit set man above all other creatures." | | | |
| 741.91 | Roe, Albert S. | BLAKE'S ILLUSTRATIONS
TO THE DIVINE COMEDY | Princeton Univ.
Pr., 1953 | C |
| | This is primarily a literary study of Blake's last work. The illustrations of Dante's <i>Divine Comedy</i> and the interpretation of Blake's art together constitute an important background study of Blake as a poet and as an artist. | | | |
| 901 | Schweitzer, Albert | PHILOSOPHY OF CIVILIZATION | Macmillan, 1959 | C |
| | In this one-volume edition of <i>The Decay and the Restoration of Civilization and Ethics</i> , Schweitzer presents a case for the ethics of reverence for life. | | | |
| | Seignobosc, Francoise | THE THANK-YOU BOOK | Scribner, 1947 | P |
| | Here is a picture book in which a child thanks all the things that make him happy. | | | |

REVERENCE

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|--------|---|---|--------------------------|----|
| | Sendak, Maurice | WHERE THE WILD THINGS ARE | Harper, 1963 | P |
| | In this volume is described the brief, wild reverie of a small, unruly boy who has been sent supperless to his room. | | | M |
| | Seredy, Kate | A TREE FOR PETER | Viking, 1941 | U |
| | A mysterious stranger brought faith and light and happiness to a lame boy and his neighbors in shanty town. | | | M |
| | | | | Jr |
| 921 | Swift, Hildegard | EDGE OF APRIL | Morrow, 1957 | Jr |
| | Miss Swift has used John Burroughs' own materials for this biography. His books and essays on nature are probably, after Thoreau's, the most important of their kind in the history of American literature. | | | |
| 921 | Thomson, Elizabeth H. | HARVEY CUSHING: SURGEON, AUTHOR, ARTIST | Abelard, 1950 | C |
| | This is an inspiring biography of a great surgeon. The author has conveyed the spirit of a dedicated and versatile man who was devoted to his work and his patients. | | | |
| 818 | Thoreau, Henry D. | WALDEN | Dodd-Mead, 1955 | Sr |
| | After spending two years in the woods, Thoreau wrote this testament to the importance of nature in the good life, of its effect upon the personality of man, and of the beauties to be found in nature and the simple life. | | | C |
| | Tresselt, Alvin | UNDER THE TREES AND THE GRASS | Lothrop, 1962 | P |
| | The author describes in beautiful word pictures the mood and atmosphere of the forest and of the animals who inhabit it. | | | |
| 916.7 | Turnbull, Colin M. | FOREST PEOPLE | Simon and Schuster, 1961 | Sr |
| | An anthropologist presents a beautifully written study of the pygmies of the Ituri forest in the Belgian Congo. The book reflects deep love and understanding of these people and their culture. | | | C |
| | Udry, Janice May | A TREE IS NICE | Harper, 1956 | P |
| | In this book are described the many delights of being in, with, or under a tree; of picking apples; of raking leaves; of swinging; or of just sitting in the shade. | | | |
| | Valens, Evans G. | WINGFIN AND TOPPLE | World, 1962 | P |
| | This beautifully illustrated book concerns two flying fish who discover the magic of the world above and below the surface of the water. | | | |
| 616.01 | Williams, Greer | VIRUS HUNTERS | Knopf, 1960 | C |
| | Against the background of one of the most complex areas of medical research, the author has written objectively of the achievements of the modern virologists. | | | |

REVERENCE

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|--------|-------------------------|--|--------------|---|
| 551.5 | Wolfe, Louis | WONDERS OF THE ATMOSPHERE | Putnam, 1962 | U |
| | | This book tells how the earth may have acquired its atmosphere and how air, a vital necessity to life, sustains man and all his sources of food. | | |
| 338.15 | Woodham-Smith,
Cecil | GREAT HUNGER | Harper, 1963 | C |
| | | The Irish potato famine of the 1840's, graphically brought to life in all its tragedy and pathos, reveals one of history's many examples of man's inhumanity to man. | | |
| 398 | Yamaguchi, Tohr | THE GOLDEN CRANE | Holt, 1962 | M |
| | | A Japanese legend about a sacred crane and an orphan boy is poetically retold. | | |
| | Zolotow, Charlotte | THE SKY WAS BLUE | Harper, 1963 | P |
| | | A small girl, looking through a picture album of four generations, sees many changes but learns also that some things never change. | | |
| 551.5 | Zolotow, Charlotte | THE STORM BOOK | Harper, 1952 | P |
| | | A little boy and his mother watch the beauty of a summer storm. | | |

LOVE

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|-----|---|--------------------------|----------------------|---------------|
| | Alcott, Louisa | LITTLE WOMEN | Macmillan, 1962 | Jr |
| | New England just after the Civil War is the setting for this story of the March family with its four young sisters. They live an eager, happy, charming life, full of ups and downs but united by a common bond of family love and devotion. | | | |
| 921 | Anderson, Marian | MY LORD, WHAT A MORNING | Viking, 1956 | Jr
Sr
C |
| | Miss Anderson tells the story of her long struggle to become a concert singer. In addition to recounting the experiences of her life, she discusses racial prejudice and expresses her hopes for the future of the Negro. This book also is a good expression of reverence for life. | | | |
| | Asch, Shalom | MARY | Putnam, 1949 | C |
| | This story is both a tender pastoral and a dramatic tragedy of a mother's suffering with her son's agony. It is the biography of a life which transcends specific faiths and will provide a rich background of Biblical times. | | | |
| | Ayer, Jaqueline | A WISH FOR LITTLE SISTER | Harcourt-Brace, 1960 | P |
| | On her birthday, Little Sister is told she will be granted a wish at sunset. She finally decides to wish that someone will say "Happy Birthday" to her, just as her family and friends come to greet her with presents. | | | |
| | Bannon, Laura | NEMO MEETS THE EMPEROR | A. Whitman, 1957 | M |
| | An attractively illustrated story of Ethiopia shows how strange are the customs of a visiting American family to a small Ethiopian boy who lives with them. Understanding and affection and the breaking down of language barriers are all subtly introduced. | | | |
| | Beim, Lorraine | TWO IS A TEAM | Harcourt-Brace, 1945 | M |
| | The spontaneous friendship and cooperation of two small boys who live in the same neighborhood provide the story theme. Only through the illustrations does it become apparent that the boys belong to different racial groups. | | | |
| | Benary-Isbert, Margot | THE ARK | Harcourt-Brace, 1953 | Jr |
| | After living in one refugee camp after another, the Lechows begin real family life in an abandoned streetcar. The older children get work on a farm, and other members of the family are rescued from the camps. Life and death among homeless people develop the theme of family solidarity. | | | |

LOVE

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|--------|---|--------------------------------|----------------------|----------|
| 811 | Benet, Stephen | JOHN BROWN'S BODY | Holt, 1928 | Sr
C |
| | Winner of a Pulitzer prize in 1929, this long, narrative poem is a realistic expression of the soul of America and a statement of the American imagination. | | | |
| 822 | Besier, Rudolph | THE BARRETTS OF WIMPOLE STREET | Little, 1930 | Sr
C |
| | This play follows the rugged course of the courtship of Elizabeth Barrett by Robert Browning, the distinguished poet. The spirit of this remarkable love story has held the stage ever since its first production, thrilling thousands of theater-goers and readers. | | | |
| | Bonzon, Paul-Jacques | THE ORPHANS OF SIMITRA | Criterion, 1962 | U |
| | An orphaned boy travels across Europe in search of his lost sister. | | | |
| 915.4 | Bowles, Cynthia | AT HOME IN INDIA | Harcourt-Brace, 1956 | Jr
Sr |
| | A picture of India is provided by an American teen-ager. She attended school there and served as a nurse's aide in a native hospital. | | | |
| 373.42 | Braithwaite, Edward | TO SIR, WITH LOVE | Prentice-Hall, 1960 | C |
| | This is an inspirational account of a Negro from British Guiana who, despite his qualifications and background, is rebuffed in England. A teaching assignment in London's East End, in which his work with 46 girls and boys evolves into a labor of love, is a dramatic disclosure of discrimination treated with dignity. | | | |
| | Brown, Marcia | ONCE A MOUSE | Scribner, 1961 | P |
| | In this fable from India, a hermit saves the life of a mouse, changing him successively into a cat, a dog, and, finally, a tiger, who turns upon him. Because the creature had not learned to be grateful, the hermit changed him back into a mouse. | | | |
| 821 | Browning, Elizabeth | SONNETS FROM THE PORTUGUESE | Harper, 1932 | Sr |
| | In a sequence of 44 sonnets, the poet has expressed one of the most beautiful tributes to married love in all literature. | | | |
| 921 | Buck, Pearl | MY SEVERAL WORLDS | Day, 1954 | Sr
C |
| | Born of missionary parents and reared in China, Miss Buck reflects broad interests in helping unfortunate children, resolving international problems of human understanding, and appreciating the inherent good in mankind. | | | |
| | Buckley, Helen | GRANDFATHER AND I | Lothrop, 1959 | P |
| | A little boy's pleasure in a simple, leisurely walk with his grandfather, who has time to share with his grandson, transcends the barriers between generations. | | | |
| | Buckley, Helen | GRANDMOTHER AND I | Lothrop, 1961 | P |
| | Only Grandmother understands how much a little girl of 5 likes to be rocked. This book stresses the warm relationship between the oldest and the youngest members of the family. | | | |

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|-------|---|--------------------------------------|--------------------------|---------------|
| | Buff, Mary | MAGIC MAIZE | Houghton Mifflin, 1953 | M |
| | A young Guatemalan Indian boy plants a few seeds of the white man's corn and overcomes his father's distrust of the "gringos." | | | |
| | Burnford, Sheila | INCREDIBLE JOURNEY | Little, 1961 | U |
| | A very old bull terrier, a young Labrador retriever, and a Siamese cat make an incredible journey together through 400 miles of Canadian wilderness. The friendship and group feeling shared by these animals are portrayed in a remarkably well-written story for young and old. | | | Jr
Sr
C |
| 632 | Carson, Rachel | SILENT SPRING | Houghton Mifflin, 1961 | Sr
C |
| | In this controversial book, the author attacks the indiscriminate use of chemical insecticides and weed killers. She asserts that people are damaging our wildlife and creating a hazard for mankind. | | | |
| | Carton, Lonnie | DADDIES | Random House, 1963 | P |
| | Every child's Daddy is here, in pictures and brief text. | | | |
| | Cather, Willa | DEATH COMES FOR THE ARCHBISHOP | Knopf, 1927 | Sr
C |
| | The manner in which two saintly, clerical pioneers win the Southwest for the Catholic church is told with beautiful simplicity by a great writer of prose. | | | |
| 970.1 | Clark, Ann Nolan | IN MY MOTHER'S HOUSE | Viking, 1941 | M |
| | The lives and values of the Tewa Pueblo Indians in New Mexico are revealed in sensitive prose and illustrations. | | | |
| | Cleary, Beverly | BEEZUS AND RAMONA | Morrow, 1955 | M |
| | This story centers on a hilariously funny situation involving 9-year-old Beezus and her noisy, irritating 4-year-old sister, Ramona. | | | |
| 914 | Clough, Shepard | BASIC VALUES OF WESTERN CIVILIZATION | Columbia Univ. Pr., 1960 | C |
| | The author believes that Man will achieve the "better life" for which he strives to the extent that men live in peace and harmony and to the degree that the individual realizes his full potential in contributing to civilization. | | | |
| | Coatsworth, Elizabeth | JOCK'S ISLAND | Viking, 1963 | Jr |
| | Jock, the sheep-dog, remains at his post herding sheep even after all the humans have fled the island to escape an erupting volcano. He finds a new master who shows him love. The story of devotion, discipline, and friendship which ensues is one to be remembered. | | | |
| | Copeland, Helen | MEET MIKI TAKIMO | Lothrop, 1963 | M |
| | How a little Japanese boy "adopts" grandparents makes a warm story of human relationships. | | | |

LOVE

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| | Curren, Polly | A FAMILY FOR SARAH ANN | Bobbs-Merrill, 1962 | U |
| | Boston at the turn of the century is the interesting background for this story of Sarah Ann McCarty and her adopted family. There is good character development. Girls will find the story satisfying. | | | |
| | DeLeeuw, Adele | EXPANDABLE BROWNS | Little, 1955 | U |
| | The Browns are a warm and generous family who always have room for one more. | | | |
| 811 | Dickinson, Emily | BOLTS OF MELODY | Harper, 1945 | Sr
C |
| | Glimpses of life, love, death, and nature are contained in this collection of more than 600 poems. | | | |
| 921 | Eaton, Jeanette | GANDHI, FIGHTER WITHOUT A SWORD | Morrow, 1950 | Sr |
| | This is the story of the Hindu whose philosophy of non-violence led India to victory in her fight for independence and who emerged as a great spiritual and political leader. | | | |
| | Enright, Elizabeth | TATSINDA | Harcourt-Brace, 1963 | M |
| | Here is a modern fairy tale about the age-old magic of love and trust. | | | |
| | Ets, Marie Hall | PLAY WITH ME | Viking, 1955 | M |
| | The meadow animals run away when the little girl tries to catch them; but, when she sits quietly by a brook, they approach one by one. | | | |
| | Field, Rachel | CALICO BUSH | Macmillan, 1931 | U
Jr |
| | In this exciting story, pioneers in early Maine accept a French indentured servant girl who later becomes part of the family and the settlement. | | | |
| 921 | Fischer, Louis | LIFE OF MAHATMA GANDHI | Harper, 1950 | Sr
C |
| | This is a complete story of Gandhi's life by one who knew him well. Fischer has provided a portrait of one of the great figures of the 20th century, touching on the many facets of a complex personality. | | | |
| | Flack, Marjorie | ASK MR. BEAR | Macmillan, 1932 | P |
| | Gay pictures of animals and a surprising climax make an appealing story about a little boy. He goes in search of a birthday present for his mother and discovers that he has something he can give her. | | | |
| | Fritz, Jean | THE CABIN FACED WEST | Coward, 1958 | M |
| | This poignant story describes the loneliness of a 10-year-old child who was the only girl in the wilderness of western Pennsylvania. Her mother understands her daughter's unhappiness and helps her to view with pride her new role as a settler. | | | |

- 177.6 Fromm, Erich ART OF LOVING Harper, 1956 C
The author discusses love in all its aspects—romantic love, love of parents for children, brotherly love, self-love, and love of God.
- Gates, Doris BLUE WILLOW Viking, 1940 U
A small girl's love for a blue-willow plate is instrumental in achieving security and a better way of life for her migrant family. Jr
- George, Jean MY SIDE OF THE MOUNTAIN Du..., 1959 U
In this authentic and amazing account, an adolescent boy decides to leave civilization and live off the land. He overcomes many difficulties and achieves a sort of boy's utopian dream until he realizes that he needs the companionship of other people, and, particularly, of his family.
- 921 Gilbreth, Frank BELLES ON THEIR TOES Crowell, 1950 Jr
Mother's advice and sympathetic understanding help each of her 12 children to meet the problems of growing up. Sr
- 921 Gollomb, Joseph ALBERT SCHWEITZER, GENIUS
OF THE JUNGLE Vanguard, 1949 Jr
The author describes Schweitzer's life, from his frail childhood to his attainments in music, science, and philosophy and his monumental work in the Congo. This biography presents the activities of a renowned humanitarian in a continuous narrative, suitably written for junior high school pupils.
- 921 Hagedorn, Hermann ROOSEVELT FAMILY OF
SAGAMORE HILL Macmillan, 1954 C
Using primary sources and personal recollections, the author has written a heartwarming account of a happy, active family bound together by ties of love. It happened that this was the family of a President of the United States, Theodore Roosevelt.
- 901 Hocking, William E. COMING WORLD CIVILIZATION Harper, 1956 C
This work, which sketches the outlines of a world civilization that the author believes is in the making, represents the confidence of a man of faith and conviction.
- Hunt, Mabel Leigh CHRISTY AT SKIPPINGHILLS Lippincott, 1958 U
A little Italian-American girl and her family appreciate the good neighbors of the town. Told with humor and charm, the story develops understanding and interest in differing cultural backgrounds.
- Judson, Clara I. THE GREEN GINGER JAR Houghton Mifflin, 1949 U
Chicago-born, Chinese-American children protest the traditional values of their parents and grandparents; but, through understanding and love, the family relationships are strengthened.

LOVE

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| 572 | Kluckhohn, Clyde | MIRROR FOR MAN | McGraw-Hill, 1949 | C |
| | The author states that an analysis of human behavior and a study of the relation of anthropology to modern life may break down seemingly insurmountable prejudices between peoples of the world. | | | |
| 970.1 | Kroeber, Theodora | ISHI IN TWO WORLDS | Univ. of California Pr., 1961 | Sr
C |
| | In 1911, Ishi came down from the hills. He was the lone survivor of the massacred Yahi Indians of California. In his person, Ishi represented a journey in time from the Stone Age to the 20th century. Scholarship was made richer because he was befriended by anthropologists at the University of California. The widow of one of the anthropologists has written this moving, poignant account. | | | |
| | Kugelmass, J. Alvin | RALPH J. BUNCHE, FIGHTER FOR PEACE | Messner, 1952 | Jr
Sr |
| | Despite poverty and racial discrimination in the slums of Detroit, Bunche obtained an education and became one of the leading statesmen in the United Nations organization. He won the Nobel Peace Prize in 1950. | | | |
| | Lampman, Evelyn | NAVAHO SISTER | Doubleday, 1956 | U |
| | "Rose Smith" is an assumed name for a little Navaho Indian girl known as Sad Girl. Her sadness stems from the fact that she has no family. Rose's life at the Chemawa School not only shows her a life with a future but also offers the friendships and fulfillment that all children need. That she should also find a blood relative provides the proverbial cup which "runneth over." | | | |
| | Lane, Rose | LET THE HURRICANE ROAR | Longmans, 1953 | Jr
Sr |
| | Charles and Caroline marry very early and keep house in a cave until they can afford lumber to build a house. Grasshoppers destroy their crop, Charles goes away to find work, and Caroline fights through a seven-day blizzard. They meet again, devoted as ever, and know that the worst has passed. | | | |
| | Lenski, Lois | SAN FRANCISCO BAY | Lippincott, 1955 | U |
| | Felix and his family move from the country to a three-room apartment in San Francisco. Unlike his sister, Mei Gwen, who loves the busy city and its crowded streets and cable cars, Felix longs to return to his friends and his old life in the country. This story of his adjustment to city life also presents an authentic picture of San Francisco's modern Chinatown. | | | |
| | Lenski, Lois | SHOO-FLY GIRL | Lippincott, 1963 | M |
| | Through the daily activities of 10-year-old Suzanna "Shoo-fly" Fischer, the reader obtains a remarkably clear understanding of the Amish way of life and its social and moral codes and values. This is a gentle, heartwarming family story, with lovable characters. | | | |

- 309.1 Lewis, Oscar CHILDREN OF SANCHEZ Random House, 1961 C
This is a study in depth of a Mexican family which belongs to what the author calls the "anthropology of poverty." A documentary book, it is based upon tape recordings. The story is both literally true and imaginatively presented.
- Liang, Yen TOMMY AND DEE-DEE Oxford, 1953 P
A picture-book shows the small child that an American boy and a Chinese boy are very much alike even though they live half a world apart and have different customs.
- Lindman, Maj SNIPP, SNAPP, SNURR AND THE RED SHOES A. Whitman, 1932 P
Snipp is red with paint; Snapp is white with flour; and Snurr is black with soot. They pool their earnings to buy a birthday present for their mother.
- Lionni, Leo SWIMMY Pantheon, 1963 P
Exquisite illustrations trace the adventures of an enterprising small fish.
- Lipkind, William FINDERS KEEPERS Harcourt-Brace, 1951 P
In an old tale retold, two dogs who argue over a bone learn to get along together. The illustrations are particularly important. Through an unusual range of colors, they help to interpret moods of fear and misunderstanding.
- McCloskey, Robert ONE MORNING IN MAINE Viking, 1952 M
A day of happiness is pictured in this satisfying story of a closely knit family.
- Martin, Patricia Miles THE BIRTHDAY PRESENT Abingdon, 1963 M
A farmboy's kind impulse at a moment of temptation is the best present for his father.
- Merrill, Jean THE SUPERLATIVE HORSE W. R. Scott, 1961 M
A Taoist legend inspired this story of a peasant boy who had the faculty of seeing beyond outward appearances to the qualities within.
- Minarik, Else LITTLE BEAR Harper, 1957 P
Holmelund
In this well-written story for beginning readers, a loving Mother Bear understands her Little Bear's imaginative play.
- Minarik, Else LITTLE BEAR'S VISIT Harper, 1961 P
Holmelund
Little Bear hears a story told by his grandmother, and, later, one told by his grandfather. Warm family relationships are depicted in both the text and the pictures.

LOVE

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| | Mirsky, Reba Paefe | THIRTY-ONE BROTHERS AND SISTERS | Follett, 1952 | U |
| | A very unusual family pattern is presented in this story of 10-year-old Nomusa, who is one of the 31 children of the 6 wives of a Zulu chief. In a happy life in the kraal on the South African veld, the brothers and sisters share responsibilities and pleasures and, especially, their great pride in their father. | | | |
| 921 | Monahan, James, ed. | BEFORE I SLEEP | Farrar, 1961 | Sr |
| | Dr. Tom Dooley resigned from the Navy at 27 to devote himself to the care of the sick in the jungles of Indo-China. Monahan shows Dooley's relentless drive and his utter sincerity and courageous devotion to the cause of bringing relief and succor to those who needed it most. | | | |
| | Mowat, Farley | OWLS IN THE FAMILY | Little, 1962 | U |
| | Two boys and their two pet owls make a warm and very funny family story. | | | |
| | Musgrave, Florence | MARY LIZZIE | Houghton Mifflin, 1950 | U |
| | Her foreign clothes and accent do not prevent a lively little Welsh girl from enjoying life in America, and in turn, from welcoming other new Americans. | | | |
| | Musgrave, Florence | ROBERT E. | Hastings, 1957 | U |
| | Robert E. and his grandfather learn to adjust to life in the city, after living in a cabin in the hills. Robert does not know how to make friends; he only knows how to fight. Gradually, he accepts his new way of living, his new friends, and his new school and learns to like them. | | | |
| | Myrick, Mildred | THE SECRET THREE | Harper, 1963 | P |
| | Three boys find the thrilling excitement of friendship and the sharing of a secret. | | | |
| | Ness, Evaline | JOSEFINA FEBRUARY | Scribner, 1963 | M |
| | Grandfather's birthday present brings a happy surprise to a little Haitian girl. The illustrations are distinguished. | | | |
| | Neville, Emily | IT'S LIKE THIS, CAT | Harper, 1963 | U |
| | A boy growing up in today's New York City comes to terms with himself, his father, and many kinds of neighbors. The story is lively, witty, and thoughtful. | | | |
| | North, Sterling | RASCAL: A MEMOIR OF A BETTER ERA | Dutton, 1963 | U |
| | For one happy year, an endearing young raccoon enters the life of a motherless boy. | | | |
| | Oakes, Vanya | HAWAIIAN TREASURE | Messner, 1957 | U |
| | A scout troop in Hawaii has exciting adventures. Tom, a new arrival from the mainland, learns to appreciate friends of many different ancestries. | | | |

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| | Oakes, Vanya | ROY SATO, NEW NEIGHBOR | Messner, 1955 | U |
| | Roy Sato is an American-born Japanese who has lived only in America. He finds that adults do not understand that he knows nothing of Japan and also learns to appreciate both his Japanese heritage and his native country. | | | |
| | Ogilvie, Elisabeth | BECKY'S ISLAND | Whittlesey, 1961 | Jr |
| | A volunteer teacher on Becky's Island, Maine, and Luke, a friend, inspire the mainlanders to build a school and to hire a qualified teacher. Ideas of brotherhood are strong threads in the story. | | | |
| 150 | Overstreet, Harry A. | THE MIND GOES FORTH | Norton, 1956 | Sr |
| | The author states that hostilities may be avoided if we penetrate the walls of suspicion and antagonism that rise between individuals, generations, and groups. Our only hope, he says, is to learn and to practice the skill of understanding in order to create conditions that make life a spacious and rewarding experience. | | | |
| 921 | Petry, Ann | HARRIET TUBMAN, CONDUCTOR | Crowell, 1955 | U
Jr |
| | This is the biography of a courageous Negro woman who, after escaping from slavery herself, daringly aided others to do so. She devoted her life to the welfare of her race. | | | |
| | Randall, Ruth P. | I, MARY | Little, 1959 | Jr
Sr |
| | Mary Todd was a rich, fun-loving, little girl who grew up to be the First Lady during the catastrophic Civil War. This biography is sympathetic, without skirting the problems posed by Mary's money troubles or her difficulties with Abe Lincoln. | | | |
| | Rawlings, Marjorie | THE YEARLING | Scribner, 1938 | Jr
Sr |
| | In the backwoods of Florida, Jody has a fawn for a pet. When the fawn destroys the meager, much-needed crops, Jody is faced with the necessity of sacrificing the pet. Family life and the boy's growth from a "yearling," paralleling that of the fawn, are combined in a sensitive manner. | | | |
| | Rey, Hans A. | CECILY G. AND THE 9 MONKEYS | Houghton Mifflin, 1942 | P |
| | A lonely giraffe and a homeless family of monkeys are united in this nonsense tale. | | | |
| | Rayher, Becky | MY MOTHER IS THE MOST BEAUTIFUL WOMAN IN THE WORLD | Lothrop, 1945 | P |
| | This Russian folk tale tells about a little lost girl who describes her mother as "the most beautiful woman in the world." To the children, "beautiful" means "much loved." | | | |
| 921 | Roos, Ann | MAN OF MOLOKAI | Lippincott, 1943 | Jr
Sr |
| | Father Damien's life was one of love and sacrifice on the leper island of Molokai. This is an inspiring account of how one man's spirit ennobled those it touched. | | | |

LOVE

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|-----|--|---------------------------|-----------------|---------|
| 978 | Sandoz, Mari | BUFFALO HUNTERS | Hastings, 1954 | Sr
C |
| | The destruction of the buffalo herds of the Great Plains country is a tragic episode in American frontier history, for the fate of the buffalo and the fate of the Plains Indians were inextricably bound together. The tale is told forcefully and epically. | | | |
| | Schneider, Herman
and Nina | FOLLOW THE SUNSET | Doubleday, 1952 | P |
| | A picture book shows similarities in home life around the world. | | | |
| | Seredy, Kate | THE GOOD MASTER | Viking, 1935 | U
Jr |
| | This story of life in a Hungarian ranch involves city-bred Kate and Jancsi, her "country cousin." Many problems which arise between them help to strengthen their relationship. | | | |
| 921 | Sheean, Vincent | MAHATMA GANDHI | Knopf, 1955 | Sr
C |
| | Vincent Sheean was so enthralled with the Great Soul of India that he wrote several separate biographies. The present title is probably the best, in that it achieves balance between the personality and the writings of Gandhi and the important events in the life of this great apostle for freedom. | | | |
| | Shotwell, Louisa R. | ROOSEVELT GRADY | World, 1963 | U |
| | A tender and illuminating story of a migrant Negro family tells how they obtain their "stay-put" house at long last. | | | |
| 921 | Simon, Charlie M. | ALL MEN ARE BROTHERS | Dutton, 1956 | Jr |
| | Albert Schweitzer, one of the world's most renowned men, became famous as a philosopher, musician, and theologian. Yet, he gave up a life of ease in Europe to go to the Congo as a medical missionary, where he worked with the sick and needy. | | | |
| 921 | Simon, Charlie M. | A SEED SHALL SERVE | Dutton, 1958 | Sr |
| | The author portrays Toyohiko Kagawa, the Japanese missionary, teacher, and social reformer, as another of the world's great spiritual leaders. He is compared with Albert Schweitzer. | | | |
| 921 | Smith, Gene | WHEN THE CHEERING STOPPED | Morrow, 1964 | C |
| | One of the dominant themes of this book, which covers the last years of Woodrow Wilson's life, is his love for his wife. This love was of great historical importance in that it concerned a President of the United States at a crucial time in history. | | | |
| | Smith, Linnell | MIRANDA AND THE CAT | Little, 1963 | M |
| | Miranda nurses an injured alley cat back to health. When the cat is well, she loves him enough to give him his freedom and is rewarded when the cat visits her from time to time. | | | |

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|-------|--|--------------------------------------|----------------------|---------|
| | Sorensen, Virginia E. | PLAIN GIRL | Harcourt-Brace, 1955 | U |
| | Esther faces difficulties when she enters public school, but finally she learns how to hold to the Amish traditions of her people and at the same time to accept the best of a "new world." | | | |
| 917.3 | Steinbeck, John | TRAVELS WITH CHARLEY | Viking, 1962 | Sr
C |
| | This is the story of a journey of rediscovery—the rediscovery of America and Americans. Steinbeck and Charley, the French poodle, visit almost 40 states while riding in Rosinante, a three-quarter-ton pickup truck. | | | |
| | Stone, Irving | IMMORTAL WIFE | Doubleday, 1944 | Sr |
| | Jessie Fremont was the devoted wife of the renowned explorer, geographer, and military leader, John Charles Fremont. She remained his only friend, despite trials, vicissitudes, a court-martial, and political intrigue. This is the excellent love story of a whole-hearted American and his devoted wife. | | | |
| | Stone, Irving | LOVE IS ETERNAL | Doubleday, 1954 | Sr |
| | The author tells the moving story of Mary Todd, revealing the inspiration that she provided for Abraham Lincoln, the support she furnished at times of failure, her joy at his success, and their shared sorrow at times of tragedy. Stone shows only the good side of Mary and concludes the story with the assassination of the President. | | | |
| | Stone, Irving | THE PRESIDENT'S LADY | Doubleday, 1951 | Sr |
| | The trying and turbulent love story of Rachel and Andrew Jackson is told by one of America's most stirring novelists. Jackson's role as soldier, general, and statesman, as well as his unswerving devotion to his wife are described. | | | |
| 921 | Tharp, Louise | UNTIL VICTORY | Little, 1953 | C |
| | This is a joint biography of the 19th-century American educator, Horace Mann, and his wife, Mary, one of the Peabody sisters. The father of public school education in America is revealed as a charming, witty, and lovable human being. | | | |
| 241 | Tillich, Paul | LOVE, POWER AND JUSTICE | Peter Smith, 1960 | C |
| | The interrelations of love, power, and justice are discussed in the lectures in this book, which were presented at the University of Nottingham. | | | |
| | Udry, Janice | LET'S BE ENEMIES | Harper, 1961 | P |
| | Two little boys who were the best of friends quarrel and decide to be enemies. However, they end by being best friends again. | | | |
| | Udry, Janice | MEAN MOUSE AND OTHER
MEAN STORIES | Harper, 1962 | P |
| | Brief stories describe people and animals who are punished because they are mean. Significant concepts can be learned from the episodes in this thought-provoking little book. | | | |

LOVE

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|-----|---|------------------------|------------------------|----------|
| | Van Stockum, Hilda | WINGED WATCHMAN | Farrar, 1962 | U |
| | A Dutch family lived constantly in fear and danger during the German occupation. The family members were sustained by their love for each other and their sense of responsibility for their neighbors. | | | |
| | Vining, Elizabeth | TAKE HEED OF LOVING ME | Lippincott, 1963 | C |
| | This carefully researched novel presents John Donne and his poetry in a new light. The historical background is excellent. The story focuses on the poet and on Anne More, who married him against her father's wishes. | | | |
| 921 | Waite, Helen E. | HOW DO I LOVE THEE? | Macrae, 1953 | Jr
Sr |
| | One of the greatest romances of all time was that of Elizabeth Barrett and Robert Browning. The author gives the biography an appealing and refreshing treatment by quoting from their letters and poems. | | | |
| 920 | Waite, Helen E. | VALIANT COMPANIONS | Macrae, 1959 | Jr
Sr |
| | Anne Macy achieved fame as a teacher through her work with Helen Keller. The close relationship between teacher and pupil served as an inspiration for the illustrious pupil to devote her life to helping the blind. | | | |
| | Walker, Mildred | WINTER WHEAT | Harcourt-Brace, 1944 | Sr |
| | Love of home and family is the theme of the story of Ellen Webb's life on a remote Montana ranch. This is a novel of character, rather than of plot—a good story for a high school girl. | | | |
| | Ward, Lynd | THE BIGGEST BEAR | Houghton Mifflin, 1952 | P |
| | Children, especially boys, love this father-and-son story of the boy whose beloved bear cub grew and grew and grew. | | | |
| | Webb, Mary | PRECIOUS BANE | Dutton, 1929 | Sr |
| | This love story is also a tragic tale of sorrow, passion, and evil-doing. To gain the "precious bane" of gold, Gideon Sarn enslaves both family and friends. | | | |
| | Wier, Ester | THE LONER | McKay, 1963 | U |
| | A friendless boy finds a name and a home in this moving story of man and beast against the untamed West. | | | |
| 812 | Wilder, Thornton | OUR TOWN | Coward, 1938 | Sr
C |
| | This play presents a nostalgic picture of life at the turn of the century in a New Hampshire village, including the story of a boy and girl in love. Life, death, love, and sympathy are interwoven. | | | |

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|-------|---|--|------------------------|----------|
| 921 | Williams, Beryl | LILLIAN WALD | Messner, 1948 | Jr
Sr |
| | Though born into a wealthy Jewish family, this great woman devoted her life to social work on New York's Lower East Side. She became a legend as the founder of the Henry Street Settlement House. | | | |
| 921 | Winwar, Frances | IMMORTAL LOVERS | Harper, 1950 | Sr |
| | This is a telling of the Browning love story, one of the greatest love stories of literary history. | | | |
| 323.4 | Witty, Paul | TRUE BOOK OF FREEDOM AND
OUR U. S. FAMILY | Childrens Pr.,
1956 | P |
| | An understanding of what freedom is in the democratic United States "family" is created by showing how the 13 colonies united and grew and how everyone has freedom of choice in work and worship through the guarantees of the Constitution. | | | |
| 921 | Wong, Jade Snow | FIFTH CHINESE DAUGHTER | Harper, 1950 | Jr
Sr |
| | The life of two cultures in San Francisco is sympathetically portrayed in this family story of a Chinese-American daughter who seeks an American career. | | | |
| 921 | Woodham-Smith, Cecil | FLORENCE NIGHTINGALE | McGraw-Hill, 1951 | Jr
Sr |
| | The author traces the complete story of the founder of nursing, from her rebellious but wealthy childhood to her death as a great lady, honored and revered throughout the civilized world. During her life, Florence Nightingale waged a successful war against British officialdom to establish hospitals, training schools for nurses, and public health facilities around the Empire. | | | |
| 921 | Woolf, Virginia | FLUSH | Harcourt-Brace, 1933 | Sr
C |
| | This is the biography of the golden cocker spaniel which was given by Miss Mitford to her invalid friend, Elizabeth Barrett. The relationship between Flush and his mistress is developed with wit, subtlety, and penetration. | | | |
| 818 | Wright, Anna P. | ROOM FOR ONE MORE | Houghton Mifflin, 1950 | Jr
Sr |
| | A mother of three normal children relates family experiences when she adopts three others: an unwanted child, a young delinquent, and a boy crippled by polio. Her book glows with the wonders that can be achieved in a family where there are cooperation, devotion, and love. | | | |
| 921 | Yates, Elizabeth | AMOS FORTUNE, FREE MAN | Dutton, 1950 | U |
| | This is the true and noble story of a little-known Negro who prized freedom for other persons as well as for himself. | | | |
| | Zolotow, Charlotte | MR. RABBIT AND THE
LOVELY PRESENT | Harper, 1962 | P |
| | With the help of a friendly rabbit, a little girl searches for a perfect birthday present for her mother. | | | |

RESPECT FOR LAW AND ORDER

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|-------|--|---|--------------------------|---------|
| 973.3 | American Heritage | LET FREEDOM RING | Simon and Schuster, 1962 | Sr
C |
| | <p>This story of Independence Hall retells its role in the founding of the United States. The poem "American Bell," by Archibald MacLeish, is included.</p> | | | |
| | | | | |
| | Barr, Jene | THIS IS MY COUNTRY | Whitman, 1959 | P |
| | <p>This is an easy-to-read book that gives a general picture of what United States means to its citizens and also enumerates some of the responsibilities of a citizen. The last page contains the Pledge of Allegiance.</p> | | | |
| | | | | |
| 323 | Becker, Carl | FREEDOM AND RESPONSIBILITY IN
THE AMERICAN WAY OF LIFE vol. 17 | | Sr
C |
| | <p>The five lectures in this book deal with "American Political Tradition," "Freedom of Speech and Press," "Freedom of Learning and Teaching," "Constitutional Government," and "Private Economic Enterprise." Becker's ideas are molded by democratic tradition. He taught that the great achievements of civilization are the products of intelligence, integrity, and good will in a society which gives them free play.</p> | | | |
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| 811 | Benet, Rosemary and
Stephen Vincent Benet | BOOK OF AMERICANS | Rinehart, 1933 | U |
| | <p>The Benets have written a book of poems that describe the life and character of famous men and women, from Columbus to Woodrow Wilson.</p> | | | |
| | | | | |
| | Bonham, Frank | DURANGO STREET | Dutton, 1965 | Jr |
| | <p>A timely story of juvenile gangs in a local setting reveals problems with the law and the struggle of disadvantaged youth to retain their individual rights.</p> | | | |
| | | | | |
| 326 | Brink, William | NEGRO REVOLUTION IN
AMERICA | Simon and Schuster, 1964 | Sr
C |
| | <p>The findings summarized in this book are based on a 1963 survey of Negro opinion made by <i>Newsweek</i> magazine. From the answers emerges a realistic picture of what the Negro wants, what it's like to be a Negro, which leaders the Negroes support, why and how they are fighting, and their attitudes toward whites. A poll in which Caucasians are asked about Negroes and their demands also receives attention. A copy of the questionnaire distributed to Negroes and statistical tables are appended. Recommended for C. A. P. classes.</p> | | | |

RESPECT FOR LAW AND ORDER

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| 973.8 | Buckmaster, Henrietta | FREEDOM BOUND: A HANDBOOK
OF NEGRO LIBERTY | Macmillan, 1965 | Sr |
| | | The story of the fight for civil rights during the Reconstruction Period following the Civil War points up the similarities with the present civil rights struggle. | | |
| 973 | Cavanah, Frances | OUR COUNTRY'S STORY | Rand-McNally, 1945 | M |
| | | This attractive picture book outlines the development of America from 1492 through World War II. The account ends with the section "People Learn to Work Together." | | |
| 323 | Columbia University
Teachers College.
Citizenship Education
Project | WHEN MEN ARE FREE: PREMISES
OF AMERICAN LIBERTY | Houghton
Mifflin, 1955 | Jr
Sr |
| | | A wealth of source material on citizenship, American history, and government provides background for discussions dealing with beliefs and laws concerning the free individual. | | |
| 342.73 | Commager, Henry | GREAT CONSTITUTION | Bobbs-Merrill, 1961 | U |
| | | This account begins with an explanation of the colonies' need for a strong unified government and ends with the inauguration of the first President of the United States. | | |
| 321.8 | Commager, Henry
Steele | MAJORITY RULE AND
MINORITY RIGHTS | Peter Smith,
1943 | Sr
C |
| | | In a brief discussion in three parts, a history is presented of majority rule and minority rights, of judicial decisions related to them, and of the Jeffersonian belief which holds that majority rule does not impair minority rights. | | |
| 342.7 | Corwin, Edward S. | CONSTITUTION AND WHAT IT
MEANS TODAY 12th ed. | Atheneum, 1963 | Sr |
| | | The Constitution and amendments are discussed and explained in terms of current doctrine and practice as well as in relation to their impact on the country through a succession of national crises. This edition covers the period to 1958 and includes reports of desegregation cases. | | |
| 340 | Denman, Frank | THE LAW, IT'S ON YOUR SIDE | Macmillan, 1952 | Jr |
| | | This authoritative book includes information on how laws began and how laws are made and concerning courts, prisons, and careers in laws. | | |
| 929.9 | Desmond, Alice Curtis | YOUR FLAG AND MINE | Macmillan, 1960 | U |
| | | The story of our country's growth and development is depicted in a history of Old Glory. There are accounts of each dramatic event, from the Revolutionary War to the admission of Alaska and Hawaii to statehood. | | |

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| 323 | Douglas, William O. | LIVING BILL OF RIGHTS | Doubleday, 1961 | Sr
C |
| | Justice Douglas discusses the constitutional amendments in terms of cases, the courts, and the desires of the people. | | | |
| 342.7 | Dumbauld, Edward | BILL OF RIGHTS AND WHAT
IT MEANS TODAY | Univ. of Okla.
Pr., 1957 | Sr |
| | This is an historical summary of the passage of the Bill of Rights amendments by the states. Judicial interpretations are examined in terms of the inner life of the individual citizen, the civilian population and military domination, tyrannical acts of a civilian government, and undue expansion of government power. | | | |
| 808.5 | East, Sara Toll | LAW IN AMERICAN SOCIETY
(Reference shelf v. 35, No. 2) | Wilson, 1963 | Sr
C |
| | The aim of this book is to look at American law as one aspect of American society. The contents include descriptions of prevalent American attitudes toward law, significant encounters with law, minority group confrontations with law, and specific criticisms of the American legal system. | | | |
| 342.7 | Findley, Bruce A. | YOUR RUGGED CONSTITUTION | Stanford Univ.
Pr., 1952 | Jr
Sr |
| | This book gives a simple presentation of the manner in which freedom was planned and established in the United States. | | | |
| 340.4 | Frankfurter, Felix | OF LAW AND LIFE AND OTHER
THINGS THAT MATTER | Harvard Univ.
Pr., 1965 | C |
| | This is a collection of brief profiles of the author's colleagues and of glimpses into legal and political history, written in an incisive, intellectual style. It is documented by notes on dates and circumstances. | | | |
| 917.3 | Giniger, Kenneth | AMERICA AMERICA AMERICA | Watts, 1959 | U |
| | Selections of prose and poetry describe the land, the people, and the promise of our country. | | | |
| 352 | Grider, Dorothy | BACK AND FORTH | Lippincott, 1955 | P |
| | In this easy-to-read book, some of the daily activities in a city are described in terms of traffic which goes back and forth over a bridge that connects the city with the country. | | | |
| 304 | Hand, Learned | SPIRIT OF LIBERTY
3rd rev. ed. | Knopf, 1960 | Sr
C |
| | The papers and addresses of Judge Hand express his feelings on freedom and law. | | | |

RESPECT FOR LAW AND ORDER

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| 342.7 | Holmes, Oliver
Wendell | MIND AND FAITH OF
JUSTICE HOLMES | Modern Library,
1954 | Sr |
| | The best of Holmes' essays, speeches, and letters portray the author as a humanist and believer in the competition of ideas. | | | |
| 920 | Hughes, Langston | FAMOUS NEGRO HEROES
OF AMERICA | Dodd-Mead,
1958 | U
Jr |
| | The author discusses the historical contributions of 16 famous Negroes, from Esteban to Dorie Miller, a hero of Pearl Harbor. | | | |
| 394 | Ickis, Marguerite | BOOK OF PATRIOTIC HOLIDAYS | Dodd-Mead, 1962 | U |
| | The subject matter is built around our nation's holidays. There are many pertinent facts about the history of our country and its leaders. Games, dances, and songs are included. | | | |
| 328.73 | Johnson, Gerald | CONGRESS | Morrow, 1963 | U |
| | This book provides a brief history of the beginnings of Congress. Its organization and functions and the system of checks and balances also are described. | | | |
| 973 | Johnson, Gerald | AMERICA GROWS UP | Morrow, 1960 | U
Jr |
| | An American history from July 4, 1776, to the beginning of World War I is presented. | | | |
| 973 | Johnson, Gerald | AMERICA IS BORN | Morrow, 1959 | U
Jr |
| | This book in Johnson's trilogy explains the making of America from the voyage of Columbus to the Constitutional Convention of 1787. | | | |
| 973 | Johnson, Gerald | AMERICA MOVES FORWARD | Morrow, 1960 | U
Jr |
| | Following <i>America Is Born</i> and <i>America Grows Up</i> , this third and final volume in the series covers the years from 1917 to the present. It is as readable as the first two volumes and provides a background for understanding today's troubled world. | | | |
| 352.2 | Johnston, Johanna | WHAT DOES A POLICEMAN DO? | Dodd-Mead, 1959 | M |
| | Different kinds of police assignments are described. The author emphasizes the fact that all police activities have one purpose in common—to uphold the law and to protect life. | | | |
| 342.7 | Kelly, Frank | YOUR FREEDOMS: THE BILL
OF RIGHTS | Putnam, 1964 | Jr |
| | From a discussion of what our rights mean and how they were won, the author analyzes Constitutional amendments, their application to the States, and how we can preserve our liberties. | | | |
| 815 | Kennedy, John F. | INAUGURAL ADDRESS | Watts, 1964 | Jr
Sr |
| | This eloquent and moving speech emphasizes responsible citizenship in the making of a better world. | | | |

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|-------|--|---|------------------------|----------|
| 308 | Kennedy, Robert F. | PURSUIT OF JUSTICE | Harper, 1964 | Sr |
| | Twelve essays on vital issues — such as poverty, delinquency, crime, extremism, and inequality — emphasize the responsibility and the will of the individual in making this a better world. | | | |
| 323 | Lewis, Anthony | GIDEON'S TRUMPET | Random House, 1964 | Sr |
| | Earl Gideon, a prisoner, charged that his sentence was unconstitutional because he had had no legal representation. He successfully carried his case to the Supreme Court. | | | |
| 326 | Lewis, Anthony, and
The New York Times | PORTRAIT OF A DECADE: THE
SECOND AMERICAN REVOLUTION | Random House | Sr |
| | A New York Times reporter supplements first-hand accounts with references to articles in the New York Times on events from the 1954 Supreme Court desegregation decision to the Johnson-Goldwater Presidential campaign in 1964 and from appeals to law and conscience to rioting in northern streets. | | | |
| 340 | McCart, Samuel W. | TRIAL BY JURY, A COMPLETE
GUIDE TO THE JURY SYSTEM | Chilton, 1964 | Sr |
| | The jury trial system is clearly presented, beginning with its early history in England and the United States. | | | |
| 347.9 | McCarthy, Agnes | LET'S GO TO A COURT | Putnam, 1961 | M |
| | From the local courts to the Supreme Court, the reader follows the case of an imaginary John Smith. He was arrested for disturbing the peace because a political discussion in his home became so noisy that it disturbed his neighbors. | | | |
| 324 | McCarthy, Agnes | LET'S GO TO VOTE | Putnam, 1962 | M |
| | This author describes the United States as a representative democracy and explains how the people choose their representatives by the voting process. | | | |
| 808.5 | McClellan, Grant
Samuel, ed. | CIVIL RIGHTS (Reference
shelf, v. 36, no. 6) | Wilson, 1964 | Jr
Sr |
| | Articles and excerpts survey the Negroes' demands for increased recognition of their civil rights in American society. | | | |
| 398.2 | Malcolmson, Anne | YANKEE DOODLE'S COUSINS | Houghton Mifflin, 1941 | U |
| | This is a collection of stories about real and legendary characters who have become national heroes in American folklore. | | | |
| 347 | Medina, Harold
Raymond | ANATOMY OF FREEDOM | Holt, 1959 | Sr |
| | The thoughts of Judge Medina, who presided at the trial of the 11 Communists in 1949, reflect his belief in the high principles of our judicial system. | | | |

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| 323 | Newman, Edwin S. | CIVIL LIBERTY AND CIVIL RIGHTS 3d ed. | Oceana, 1964 | Sr
C |
| | A brief handbook in the Legal Almanac Series summarizes concisely civil liberty and civil rights. | | | |
| 343 | Newman, Edwin S. | POUNCE, THE LAW AND PERSONAL FREEDOM | Oceana, 1964 | Sr
C |
| | This book in the Legal Almanac Series concerns laws as they affect personal liberties. | | | |
| 352 | Newman, Shirley,
and Diana Sherman | ABOUT THE PEOPLE WHO RUN YOUR CITY | Melmont, 1963 | M |
| | Kinds of city government, its different departments, and the most important people in the city—the voters—are described. | | | |
| 323 | Packard, Vance | THE NAKED SOCIETY | McKay, 1964 | Sr
C |
| | The author accuses government and business of invading individual privacy and suggests what changes are needed. | | | |
| 342.7 | Padover, Saul K. | LIVING U. S. CONSTITUTION | New American Library, 1954 | Sr |
| | This story of our Constitution contains historical notes and portraits of the signers of the constitution. | | | |
| 323 | Perry, Richard L., ed. | SOURCES OF OUR LIBERTIES | American Bar Association, 1959 | Sr |
| | Complete annotations, footnotes, introductions, and bibliography are most helpful in developing and understanding of the sources of our liberties. There also are research references. | | | |
| 973 | Petersham, Maud
and Miska | AN AMERICAN ABC | Macmillan, 1941 | M |
| | For each letter of the alphabet, there is a page containing illustrations of important events in the development of our nation. The detail in the illustrations supplements the text. Beautiful colors make this a fine introductory history. | | | |
| 353 | Plano, Jack | AMERICAN POLITICAL DICTIONARY | Holt, 1962 | Sr
C |
| | The author defines everyday but often vaguely understood expressions pertaining to government. Significant court cases are described. | | | |
| 309 | President's Commission
on National Goals | GOALS FOR AMERICANS | Prentice-Hall, 1960 | Sr
C |
| | Authorities in various fields clarify for the average citizen the problems facing Americans at home and abroad. | | | |

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|--------|--|---|---------------------|----|
| | Riter, Dorris | EDGE OF VIOLENCE | McKay, 1964 | Jr |
| | A 17-year-old boy who is in trouble with the law is placed on probation. He straightens out his problems despite his love of fast cars. | | | |
| 317.53 | Rosenfield, Bernard | LET'S GO TO THE CAPITOL | Putnam, 1959 | M |
| | This book takes the reader to Washington, D. C., to visit the Capitol. There is an explanation of Congress and of how our laws are made. | | | |
| 352.2 | Rosenfield, Bernard | LET'S GO TO THE F.B.I | Putnam, 1960 | M |
| | The operation of the Federal Bureau of Investigation is explained. | | | |
| 917.53 | Rosenfield, Bernard | LET'S GO TO THE SUPREME COURT | Putnam, 1960 | M |
| | The reader is taken on a visit to the building which houses the Supreme Court of the United States. The meaning of the statement over the entrance, which reads <i>Equal Justice Under Law</i> , is explained. | | | |
| 301 | Rosenzthal, Abraham | THIRTY-EIGHT WITNESSES | McGraw-Hill, 1964 | Sr |
| | This is an objective account of a murder in New York, during which 38 witnesses made no effort to prevent the crime. The author's emphasis is on the indifference of the bystanders to the plight of the victim. | | | |
| 654 | Shapp, Martha, and Charles Shapp | LET'S FIND OUT WHAT THE SIGNS SAY | Watts, 1959 | P |
| | In this book for beginning readers, the author discusses the many signs which are posted on city streets. | | | |
| 614.8 | Sherman, Elizabeth | LET'S LOOK AHEAD | Childrens Pr., 1950 | P |
| | The National Safety Council cooperated in producing this book. It emphasizes the importance of safety measures. | | | |
| 352.2 | Sootin, Laura | LET'S GO TO A POLICE STATION | Putnam, 1957 | M |
| | The organization of a city police force, the qualifications, training, uniforms, and duties are explained. | | | |
| 342.7 | Swisher, Carl | HISTORIC DECISIONS OF THE SUPREME COURT | Van Nostrand, 1958 | Sr |
| | Each excerpt from a significant Supreme Court decision is preceded by a description of its background and importance. | | | |
| 323.6 | Vincent, William | ROLES OF THE CITIZEN | Harper, 1959 | Sr |
| | In this dynamic approach to citizenship, the author discusses securing facts and disseminating information, influencing public affairs, and participating in the judicial process, as well as the role of the citizen in big government and pressure groups. | | | |

RESPECT FOR LAW AND ORDER

- 323.4 Witty, Paul TRUE BOOK OF FREEDOM AND THE U. S. FAMILY Childrens Pr. P
An easy-to-read book provides a brief historical perspective of the United States and of the freedoms and opportunities which the nation offers its citizens.
- 342.73 Witty, Paul YOU AND THE CONSTITUTION OF THE UNITED STATES Childrens Pr. U
Beginning with "What America Means to Me," an essay written by a high school senior, this book contains a description of the making of the Constitution, a simplified version of the first seven Articles and the Bill of Rights, and the complete text of the Constitution and 21 amendments. The pictures are amusing but clarify the points as well.
- 326 Young, Whitney TO BE EQUAL McGraw-Hill, 1964 Sr C
The author, a director of the National Urban League, describes clearly legal aspects of the civil rights movement, the role of the civil rights organizations of labor and management, differences between the North and the South, the education and housing dilemma, leadership of the movement, and responsibilities of citizenship.